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ABSTRACT

This report reviews the proceedings of the First Asian Conference on Teacher Education held in Bangalore, India, June 1971. The theme of the conference was teacher education and social change. Four aspects of this theme were covered including a) modernization as a process and social ideal, b) socio-economic change and education, c) national goals and objectives with respect to modernization, and d) current issues in education. The conference was attended by 189 delegates, including 20 from other countries. The foreign delegates came from Malaysia, the Republic of Vietnam, Thailand, the United States, and UNESCO. This report consists of speeches and papers divided into four segments: 1) a general overview of the conference, welcome addresses, and a statement of theme; 2) education and social change with sub-headings of modernization and social change, teacher education and socio-economic change, and education of minorities; 3) issues in teacher education, specifically, in-service education, teacher educational curriculum, and innovations in teacher education; and 4) international perspectives including teacher cooperation in teacher education and teacher education in different countries. The two appendixes give the detailed program of the conference and the list of delegates. (MJM)

Indian Association of Teacher educators

Report of the
Proceedings of the
First Asian Conference
on Teacher Education
Bangalore, India. June 1971

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Teacher Education and Social Change

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Preface

This publication is a Report of the First Asian Conference on Teacher Education held in Bangalore in June, 1971. Besides giving an Overview of the proceedings of the Conference, it contains Addresses given at formal occasions and the Papers presented and discussed during the Conference.

The theme of the Conference is of great significance to all teacher-educators everywhere. It is as important for the super-industrial societies as for the ones which are still at a pre-industrial stage of development. The acceleration of change has created serious problems for all human beings. Probably, nowhere in the world have human beings been prepared by formal education for adapting to the changes. All societies have been and are engaged in initiating its young members to the cultural inheritance. Here and there efforts have been made to prepare them for adapting to the Present. There has been hardly any attempts made or plans prepared for the youth or the adults to adapt to the Future. No serious thought about what the Future is going to be has been given by the educators. It is only when one is able to analyse properly the Future—not speculate, nor indulge in crystal gazing—but systematically study the Future, that one can think of the ways to educate the youth for it.

Whatever educational system a country may have, the ultimate outcomes depend very much on the teacher in the classroom. This is true even of those schools where advanced educational technology including computer assisted education is being increasingly emphasised. And, a teacher very often only extends in his work, all that he is taught during his teacher-education programme. Therefore, to effect any change in the way our children are educated, the programmes of teacher education should be modified and developed keeping in view specific requirements of the Future. Unfortunately, teacher-education has very often followed changes in society and in school. It has seldom anticipated, much less effected them.

The Conference deliberated upon the relationship and interaction between Teacher Education and Social Change. On this issue, there were some papers which were devoted to the theoretical bases; some others elaborated innovations

in teacher education programmes and problems therein and still, some others were descriptions of teacher education programmes in different countries. They were categorized in four sections as follows :

I. General
   (a) An Overview
   (b) Addresses : Welcome, Introductory, Inaugural and Presidential

II. Education and Social Change
   (a) Modernization and Social Change
   (b) Teacher Education and Socio-Economic Change
   (c) Teacher Education and Education of Minorities

III. Some Issues in Teacher Education
   (a) In-service Education
   (b) Teacher Education Curricula : integration
   (c) Innovations in Teacher Education

IV. International Perspectives
   (a) International Co-operation in Teacher Education
   (b) Teacher Education in Different Countries.

The two Appendices give the detailed programme of the Conference and the list of delegates.

In the process of editing the addresses and the papers, a few sentences here and there and the ornamental introductory and conclusive remarks have been taken off from their original manuscripts. The authors will kindly bear with us for this action of the editorial pencil. A serious attempt, however, has been made to retain all significant ideas and points made by distinguished guest speakers, paper-writers and discussants.

We consider it a privilege to have been assigned the pleasant responsibility of looking after this publication through the various stages of editing, proof-reading, binding and posting. We thank Prof. A. C. Devegowda and Dr. N. V. Thirtha for supplying us all the material regarding the conference. We very much appreciate the valuable assistence so liberally made available to us by Dr. Frank H. Klassen, Dr. K. G. Desai and Dr. S. N. Mukerji.

We hope that our colleagues all over the world will find the publication useful. We request reactions to the various ideas and issues discussed in the Report. We will like to publish them in Teacher Education, the quarterly journal of the Indian Association of Teacher Educators.

Delhi
December, 1971

R. N. Mehrotra
S. N. Katiyar

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I

GENERAL

(a) An Overview

(b) Addresses : Welcome, Introductory, Inaugural and Presidential

An Overview

The Indian Association of Teacher Educators collaborated with International Council on Education for Teaching in organising the First Asian Conference on Teacher Education at Bangalore, India on 14-19 June, 1971. The holding of the Conference was made possible with the generous assistance from the International Council on Education for Teaching, the American Association of Colleges for Teacher Education, the Indian Association of Teacher Educators, the National Council of Educational Research and Training, the Government of Mysore and the Bangalore University. The office-bearers of the International Council on Education for Teaching and the Indian Association of Teacher Educators provided the professional guidance for its organisation. However, the main burden of the organisation fell on the Bangalore Association of Teacher Educators. The Conference was attended by 189 delegates, including 20 from other countries. The foreign delegates came from Malaysia, The Republic of Vietnam, Thailand, The United States of America and The UNESCO.

The theme of the Conference was "Teacher Education and Social Change". The theme was deliberated upon by the Conference under four aspects:--

(1) Modernisation as a process and social ideal,
(2) Socio-economic change and education,
(3) National goals and objectives with respect to modernisation, and
(4) Current issues in teacher education.

The Conference was inaugurated by Sri Dharma Vira, Governor of Mysore, on the morning of the 14th June.

Sri T. K. Tukol, Vice-Chancellor, Bangalore University, welcoming the guests and delegates said that in the changing society, modernisation of Education was the need of the hour. Our methods and systems should be revised in such a way that the teachers are able to mould the personalities of students. The national ideals may differ in time and place but the harmonious development of student's personality was an ideal recognized universally. It was international cooperation in evolving practical theories and tools and not the theoretical sermonisation that can help us in our noble tasks.

Dr. Edward C. Pomeroy, Executive Director, American Association of Colleges for Teacher Education, conveyed the greetings of the fraternity of teacher-educators in the United States of America. He considered the Conference significant because it brought together teacher-educators from different countries whose problems, more or less, are the same.

Dr. Frank H. Klassen, Executive Director, International Council on Education for Teaching, welcomed the delegates on behalf of the community of teacher-educators all over the world. He suggested that it should never be forgotten that the ultimate objective of any teacher education programme is to do good to children in the classrooms of the world.

Dr. R. N. Mehrotra, General Secretary of the Indian Association of Teacher Educators, welcomed the guests and delegates on behalf of the 2500 teacher-education institutions and about 15,000 teacher-educators in the country. He traced the history of the Association, bringing out its objectives and emphasizing how the Association could be strengthened to further its aims. Dr. N. V. Thirtha, the Organising Secretary of the Conference read the messages received from some distinguished persons in India and abroad.

Introducing the theme of the Conference, Dr. S. N. Mukerji, Member Executive Committee of the International Council on Education for Teaching as well as that of the Indian Association of Teacher Educators, brought out the importance of education as the most powerful instrument for effecting modernisation. He made a mention of the revolutionary changes in the concept of teacher-pupil relationship. He also said that the amount and the nature of economic development in the developing societies had not kept pace with educational growth. He found it shocking to note that no country had an educational programme equal to the times. Innovations, creativity, experimentation, reorientation of purposes were needed everywhere.

Sri Dharma Vira in his inaugural address emphasised the need for education to achieve social and national integration and the improvement of quality of education.

Dr. G. Chaurasia in his Presidential address said that we need urgency for education to meet the requirements of the process of change and, that the modernisation of education was an obvious necessity. The teacher-educators should duly take into account, the conflicts and tensions, stresses and strains, pressures and problems inherent in transition for the transformation of the society. He urged action on some major tasks, like, strengthening of IATE as an integral part of the international professional community, establishing

regular channels of communication between the IATE and the other professional teacher education organisations in different countries, and setting up a committee of international cooperation for teacher education to recommend measures for suitable immediate actions. The session came to an end with a vote of thanks proposed by Prof. Devegowda, President of the local Association.

The theme for the afternoon session was "Modernisation as a process and social change". In his paper, Dr. Donald K. Adams attempted a critique at both conceptual and empirical levels of the various models including his own of the contribution of education to social changes. Dr. K. S. A. Rao in his paper stressed that teachers should assume the role of an agent of change and analysed modernisation at two different levels, namely (i) as an abstract concept with universal applicability and (ii) as an analysis of changes in empirical reality. During the discussion, Dr. D. D. Tewari attempted to clarify the term 'modernisation' in operational terms. Dr. S. Shukla accepted the model of modernisation suggested By Dr. Adams and ultimately accepted the choice—"Destroy the System". Dr. N. P. Pillai laid stress on the role of private enterprise in strengthening educational programmes. He also advocated that teachers should have more freedom in their functions. Dr. (Mrs.) Sajida Zaidi pleaded that free school education in an industrialized society needs special attention. Mr. S. N. Katiyar deprecated the tendency of thinking on modernisation in Asia in a fixed framework. Dr. K. G. Desai pointed out that modernisation needs be explained in terms of cultural perspective and requirements. Dr. R. P. Singh raised a fundamental issue—is not modernisation a myth? Winding up the discussion, Dr. M. S. A. Rao expressed the hope that free school education and science education would get appropriate attention in our country in pursuit of modernisation. Dr. Adams laid stress on the fact that the function of modernisation is not necessarily linked with the value system. The reaction of students to educational technology and the relevance of compulsory education, he thought, are issues that need further thinking.

The Plenary session on the morning of the 15th June was devoted to 'The role of international cooperation in teacher education.' Dr. N. P. Pillai of the UNESCO Asian Institute for Teacher Education in Manila, gave a resume of teacher education programmes in Asia with special reference to elementary education and UNESCO's contributions to them. Dr. Pham Ngoc Tao of the Republic of Vietnam described the educational system in his country and the importance given to education by his Government. Mr. S. Natrajan averred that early steps should be taken to narrow down the disparities in educational facilities among dfiferent countries because, according to him, disparities in education would be a greater cause for tension in future than the economic disparities. He made a plea for greater international cooperation in the field of teacher education. Dr. Frank H. Klassen referred to the

multiplicity of problems in teacher education. He mentioned the issues in teacher education posed by a global conception of man in an emerging global society. He advocated international cooperation at professional levels which, according to him, had become a necessity. During the discussion that followed a number of delegates advocated formation of an Asian Teacher Education Organisation. Dr. Pillai referred to the completion of a survey of teacher education in south-east Asia and the undertaking of another survey by UNESCO on further education of teachers. Mr. Natrajan suggested that surveys should be made in depth and not be superficial ones, i.e., only giving information about number of teachers, etc. Dr. S. N. Mukerji observed that it was not helpful to get the same recommendations repeated year after year in the UNESCO's report. He suggested that the UNESCO should surely provide blueprints for plans and theories which the various States could modify according to their requirements. Dr. S. Shukla felt the need for undertaking a comparative study of the functions teacher education has to perform. He suggested the setting up of an autonomous regional (Asian) organisation for teacher education. Dr. D. D. Tewari supported this suggestion of Dr. Shukla, with the proviso that this organisation should have its full collaboration with the ICET and the IATE. Dr. N. V. Thirtha also supported the idea of an autonomous body. Dr. Klassen emphasized that ICET is an autonomous body and believes in the autonomy of regional organisations. He pointed out that successful international cooperation depends on very genuine and uninhibited efforts. Dr. (Mrs.) Sajida Zaidi, Prof. D.R. Vij, Dr. J.N. Kaul, Dr. M.L. Tikkoo and Sr. M. Gabrielle also participated in the discussion.

The afternoon session that day was devoted to 'Educational Goals and Objectives of Teacher Education.' Dr. K. G. Desai pointed out that while curricula in schools are being affected by the process of modernisation, teacher education programmes have not changed. He suggested that national goals and objectives of teacher education should be guided by concern for modernisation. Dr. Saiyut Wong presented a paper outlining the major objectives of teacher education in his country, Malaysia, in the context of socio-economic-cultural-political conditions there. Dr. Champatong spoke about the objectives of teacher education in Thailand. According to him, those objectives were not very different from those in other countries. During the discussion that followed, Mr. Katiyar observed that colleges of teacher education had only two roles to perform, i.e., (1) Service role, (2) Research role. Keeping these functions in mind, the teacher - educators should not try to spread their net too wide. Dr. Thirtha stressed the commonality of some problems and diversity of some others in various countries of the world.Sri Natrajan highlighted two chief objectives of teacher education in our country: (1) National integration, and (2) Production oriented education. Dr. D. D. Tewari supported the idea of making education production-oriented. Dr. K. K. Shukla dwelt on the need for defining objectives in operational terms. Sri Issac pleaded for appropriate training of

teacher-educators at primary level as it was wrong to employ a teacher trained for imparting secondary education, in an elementary school or teacher education institution. Prof. Jones made three notable points; (1) Not only politicians but also citizens in various occupations-officials, employers, businessmen, doctors, lawyers, educationists and students-should be involved in the formulation of national goals; (2) We should shed the fear of technology. In fact we should use it as an instrument to change our values; (3) National goals must be taken in terms of individual goals; that is, our goals should be to carry each individual to his maximum efficiency. Dr. (Mrs.) Sajida Zaidi talked of creativity in education. Prof. S. Shukla warned against the danger of goals formulated by a minority imposed on the majority, as it is always a small group which formulates goals and not the whole nation, although we call them national goals. Dr. Thirtha commented that it was only the enlightened minority which would formulate them. He wished that teacher-educators were also included in the category of the intelligentia which formulates the goals. Dr. Tewari disagreed with the idea that there could be no national goals as India was not one nation but is a number of nations. He forcefully said that there were differences and diversities, yet India was one nation.

The various papers presented on the 16th morning considered from various angles the theme of socio-economic change and teacher education. Dr. D. B. Desai mentioned some empirical studies on the need of innovation in teacher education. Dr. Ahluwalia took modernisation to mean the creation of a productive and scientific mind. He suggested some steps that might prove useful in modernising teacher education in India, e. g., (1) strengthening of existing institutions, (2) improving the competence of Staff members of teachers' colleges, (3) enriching the curricula of teachers' colleges, (4) changing the organisational structure of teachers' colleges and university departments of education. Dr. D. D. Tewari talked about the changes that have taken place in India, (i) in the structure of family, (ii) the economic life of the country (iii) the emergence of technological society and (iv) the increasing cost of education. He thought that the major problem in teacher education in the country is the deteriorating quality of the in-take. Dr. S. Shukla mentioned the background in which the problems of teacher education in India should be seen, e.g., phenomenon of emergence of independent nation states, the democratisation of the polity and the social mobility. Asian societies have given rise to larger urban population. There has been some break-through in agricultural technology, in the professionalization of teacher education and in developing industrialization. According to him,the effectiveness of teacher education appears limited in so far as social change is concerned.

During the discussion, Sri Udai Shankar pleaded for comprehensive training colleges providing academic-cum-professional courses of teacher education. Prof.

Devegowda was concerned about the training institutions being conservative. He said that while socio-economic changes in the society are not reflected in teacher education, the converse was also true as many relevant new courses had to be closed down, because there was no acceptance thereof in the society or the schools. Dr. M. S. A. Rao suggested that education as the feeder system should be free from politicalisation. Certain castes and religious groups have more facilities than others in respect of formal education. Mr. Laxmi Kant Ramball suggested that there should be specific prorgammes for the preparation of teacher-educators. Mrs. Thirtha argued in favour of integrating work-experiences in teacher education programmes. Dr. J. N. Kaul enumerated the factors like agricultural revolution and its consequences, population expansion, etc., to be taken note of in formulating teacher education programmes. Dr. N. P. Pillai suggested provision for in-service education programmes for teachers, flexibility of curriculum and inclusion of art and craft in teacher training programmes. Sri Natrajan mentioned that teacher education programmes should take cognizance of the fact that many teachers now are being recruited from homes which have had no educational traditions. Dr. (Mrs.) K. T. Singh talked about the reorganisation of Regional Colleges of Education and changes made in the curriculum.

In the afternoon that day there were six concurrent sectional meetings on the following themes :-

Section I - National minorities and teacher education.

Section II - Problem of wastage, attrition, overlap and isolation.

Section III - Informal and Non-formal school and teacher education.

Section IV - The role of National Associations in the improvement of standards.

Section V - Continuous professional growth and in-service education.

Section VI - Teacher-education curricula: problems of integration and interdisciplinary approach.

In the first Section, Dr. Jones elaborated very precisely that language, diet, dress and educational systems created cultural or group differences in different countries. Taking up examples from the cultural problems of the Whites and the Blacks in the United States, he mentioned that the art of inclusion rather than exclusion is very important in the educational process. Dr. Salamatullah explained how the principle of equalization of opportunity had been ignored in our country, and how the minorities were not given full opportunity to grow into full citizenship status. This deprived the minority of socio-cultural inspirations and weakened the forces of

national cohesion and integration. He made a strong plea for the promotion of Urdu which was the mother-tongue of a large section of minorities in our country. Mrs Zaidi ruminated over the wrong policy which has helped in the production of 'tongue-less' youth who could express themselves in no language whatsoever. Professor Devegowda expressed concern about the load that children had to carry to learn a number of languages. He also said languages were being taught in the schools by those who know the languages but not its pedagogy, or by those who know the pedagogy but not the language. Mr. Patil pointed out that lots need to be done for the tribal minority. Mr. Issac asserted that even though the administrative provisions were there, the socio-economic conditions were such that minority institutions could not survive. Mr. Moulla pointed out that minority suffered on account of lack of trained teachers in their languages. Mr. Raman endorsed the views expressed by Prof. Devegowda. Mr. Ramball said that the language teaching required radical improvements. He was sceptical about the role of teacher education in helping the tribal minorities. Dr. Thirtha suggested that it should be clear in our minds whether we want to assimilate the tribal people into the main cultural stream or we want to preserve the tribal culture. Mr. Samuel thought that it was not feasible for teacher education institutions to get directly involved in the study of culture-patterns of linguistic or tribal minorities. He also made a case that it was wrong to suggest that the minorities were in any way being ignored in employment opportunities as there were adequate safeguards and reservations for them.

In the second Section, Mr. K. R. Hande made the point that wastage in teacher education was due to poor impact of teacher education programmes on the school practices. Other points that emerged during the discussion referred to trained teachers taking up jobs other than teaching and unemployment among trained teachers. The group also discussed the problem of isolation of teacher education programmes from humanities and science colleges, from secondary schools, from other teacher education institutions, from research centres, from goverment departments of education and other bodies. To arrest the wastage and isolation, the group suggested remedies like, proper selection procedures, lengthening period of internship, production of teacher guides, improving content-competence, planning by the state departments of education, educational complex, cooperating colleges, cooperating high schools, Alumni Associations and extension service departments and education as a discipline in liberal arts and science colleges.

The third Section considered the vital problem of distortion resulting from the differences between the formal education as imparted by schools and the non-formal education as given by the society. Dr. Alessandro said that few students could fit into the formal system of education and much larger segment of the student community had an in-built aptitude for the informal. In Latin America

the formal education imparted in the morning hours was supplemented by the informal method in the afternoon by specially trained teachers. Coordinators and private industry also played the useful role of offering on-the-spot training. According to him, the increasing and healthy flexibility and interchangeability between the formal and informal schooling had the advantage that a student could at any time supplement his valuable knowledge acquired in a formal institution with the practical skill which the 'informal' is best equipped to do. Training of teacher educators under the informal method is a specialised work in itself. The teacher has to be fully familiar with the philosophy and mechanism of the system, and equally important, he has to act as a coordinator so that the informal preparation does not replace the formal but plays a complementary role. Mr. Katiyar wondered whether the informal method followed examinations, grades, text-books, etc. According to Dr. Alessandro, they had a place in a much less rigid form. The criteria was job competence, not the theoretical knowledge. Dr. Thirtha wondered whether the informal schooling was not tailor-made for the drop-outs. Dr. Alessandro said it was not so. Mr. Katiyar and Dr. Thirtha wondered how the apprenticeship system as we know it, differs from the informal education in Latin America. Dr. Alessandro answered that under the system, (1) the modern methods are kept in tune, (2) barriers between the industry and the school breakdown and (3) the range of equipment used is more and more extensive. Mr. Katiyar suggested that there was need to attach dignity and prestige to craft in our country. He also expressed his conviction that with the modernisation of Indian farming, neither the farmer is wedded to out-moded agricultural practices nor the graduate of agricultural colleges was competent to answer the needs of new agricultural methods. The same was the case in other fields of productivity.

In the meeting of the fourth Section, Dr. Edward C. Pomeroy spoke about the history of the national educational associations in the United States. He highlighted some of the problems that his own association, American Association of Colleges for Teacher Education, had faced and solved successfully. He said that stress was on voluntary efforts of the Association to act as a promoter of quality. It, in a way, acted as an accrediting agency for the teacher education institutions. AACTE had collaborated in the development of the national standards for accreditation. The major financial source of the Association is the membership fees. The Executive Committee and other committees share the responsibilities of different aspects of the work of the Association. He highlighted the role of the Association in identifying the problems of teacher education and finding out their solutions. In answer to a number of questions, he further explained the working of the Association, particularly with regard to the academic and research work. He talked about

the role of academicians in the Association and also of various publications that the Association had brought out. In his opinion, AACTE was not fully satisfide with the present state of teacher education in the United States. There were many situations which gave rise to dissatisfaction. The AACTE was constantly taking steps to help improve all the programmes. Dr. S. N. Mukerji explained the working of the Indian Association of Teacher Educators and its problems. Mr. Katiyar raised a point about the role of professional organisations as a pressure group and to have a lobby in legislatures. Dr. S. N. Mukerji also posed a challenge to the teacher educators in our country to break the existing inertia and to strengthen the Indian Association of Teacher Educators. As a consequence of discussion, there was a consensus among the members that national associations need to assume an important role in the improvement of standards.

In the fifth group, discussing continuous professional growth and in-service education Mr. Hukam Singh and Dr. S. R. Rao made a number of valuable suggestions. After a good deal of discussion, a number of key ideas emerged. Some of which them are as follows:—

(1) In-service education programmes for all educational workers are necessary for the improvement of standards.

(2) The Extension Services Centres in training colleges should be largely responsible for these programmes. The teacher educators should meet and exchange ideas quite often and should take active part in this work.

The sixth group discussed the problems of Integration and Interdisciplinary approach. Dr. (Mrs.) K. T. Singh asserted that an integrated interdisciplinary approach to teacher education programmes should be adopted to tide over the crisis in education at the present time. She talked of integration of theory and practice in the teaching tasks and functions. She described the various facets of the bold attempt of an integrated approach in teacher education made by the Regional Colleges of Education in India, with special reference to workshop teaching, team teaching and the scheme of evaluation. Dr. K.K. Shukla suggested that integration of concept and methodology would be more effective if handled by a single teacher or if team teaching procedure was adopted. He also suggested that student teaching should be preceded by observation of teaching by student-teachers. Shri Udai Shankar reported that the teachers coming out through the integrated teacher education programme at the Kurukshetra University proved to be at par in content with the student of liberal arts and science colleges and, at par with students of professional courses in pedagogy. He emphasized that integrated approach is more economical and effective. Dr. Nardev Kapruan recommended the interlinking of various parts of

teacher education programmes and social activities. Dr. (Miss) C. Bhatt raised a different issue, '*i.e.*' of admission to the one year B. Ed. Course and opposed the idea of giving preference to candidates with teaching experience. Dr. J. N. Kaul pointed out that integration from without by arranging courses of different disciplines in a programme or by bringing teachers of different disciplines under one roof would prove fruitless. Intergration has to take place in the minds of persons. He remarked that integration or even correlation envisaged in the programmes of general education and basic education proved a failure. He favoured an inter-disciplinary approach to raise the standard of students of teacher education. He also mentioned that in our present socio-economic structure, it would be difficult to get good students for a four-year integrated teacher education course. Dr. Pillai, on the other hand, disagreed that integration had failed. He recommended a concentric method of professional courses for different levels of education. Dr. Das Gupta and Professor Kar described the inter-disciplinary arrangement of courses at the under-graduate and post-graduate levels in their universities. Dr. Kohli suggested that an attempt to integrate content and methodology in the present one year B. Ed. Course should be immediately undertaken. Sri Raghavan was sceptical of the idea of achieving integration by bringing more disciplines in a particular programme. The members were keen on further discussion and met again the following morning The Section also set up a sub-committee 'consisting of Dr. Fahmy, Dr. Kaul and Dr. Despande' which formulated some recommendations. In view of the importance of the topic the recommendations are given below in full.

(1) There would be an advantage in differentiating between *Integration* of academic and professional courses on the one hand, and *Interdisciplinary* approach to study and research in teacher education, on the other.

(2) Competence in areas like philosophy, psychology, sociology, economics, history in Education should be developed to a point where after more advanced study, research in educational problems related to aforesaid areas is facilitated. (This implies greater attention to the study of basic disciplines even at the B. Ed. level).

(3) It is desirable for institutes of teacher education to have a core staff with a postgraduate and/or research degree in a basic discipline along with a professional post graduate degree in education. This would be possible only when appropriate incentives are offered to such qualified persons in teacher education institutions.

(4) It should be possible to invite teachers of related basic disciplines to offer courses in teacher education institutions and vice-versa.

(5) An attempt be made to undertake research on educational problems in collaboration with teachers of related basic disciplines whenever a research problem cuts across different disciplines.

(6) An attempt should be made to develop a policy of guiding and supervising doctoral research in education by experts in education and experts in the basic disciplines related to the topic of research.

(7) An attempt should be made to arrange colloquium to strengthen channels of communciation among doctoral students of education and those of basic disciplines related to education.

(8) In order to strengthen teaching and research in education on an interdisciplinary basis, the University Grants Commission may support programmes for teacher educators through measures like granting sabbatical leave, promoting exchange of teachers in education and in other disciplines, and instituting fellowships, visiting fellowships, etc.,

(9) (a) Integrated programmes in the field of teacher education should be started or programmes already in vogue in other Asian countries should be adopted in teacher education institutions.

(b) Suitable methods to achieve that goal should be evolved for teacher education programmes of different durations in different Asian countries.

(c) Programmes of longer duration for achieving integration and for developing desirable attitudes and skills among teachers should be instituted taking into consideration all available resources.

The reports of the sectional meetings were presented and discussed at the general session on the morning of the 17th June. Prof. Udaishankar pleaded for a policy on language, in the interest of national integration. Dr. Tikkoo stressed the need for providing adequate time and weightage for the teaching of English at the teacher-training institutions. Dr. Kapruan argued for borrowing ideas from sources other than traditional western sources—both in respect of the languages and the pedagogy.

Dr. Desai gave his views on 'attrition' and 'overlap'. Mr. Issac gave an account of how newly started training institutions suffer from attrition Dr. Kulandeivelu gave an account of apprentice teachers in Tamil Nadu. He argued for regulating the intake in training colleges according to the demands of the schools. Mr. Vij suggested that the teacher-trainees should undertake

to serve in a school for a minimum specified period. Mr. Horosborough thought that there were enormous number of people who do not know how to teach. Dr. Rao suggested that IATE should assume the responsibility of setting standards for teacher education. Sri Rohidekar thought that lots of work could be done in training institutions. Mr. Iyengar made a fervent plea in favour of basic education which in principle was based on the philosophy of informal education. Dr. Sharma described the experiment related to the teaching of social studies conducted in Rajasthan training schools where the method and discipline were integrated. Dr. (Miss) Champa Bhatt made a plea for promoting educational research and laying down guidelines for appointing research guides. Prof. Udai Shankar made a plea for concurrent courses in teachers' colleges. Mr. M. Issac and Mr. Vij made further fervent plea for revitalizing the programme of in-service education. Mr. Rohidekar suggested that in-service education programme ought to include extension of expertise in the methodology and the basis of education to clientele other than the school teachers. Dr. Rao argued in favour of appointing senior experts to act as the coordinators of Extension Services so that they command respect from teachers and administrators.

On the morning of the 18th June, Dr. Stout, Dr. Wong, Dr. ChampaTong, Prof. Devegowda and Dr. Pillai presented reports on national teacher education programmes in the USA, Malaysia, Thailand, India and Philippines respectively. Dr. Stout, highlighted some of the recent developments and trends in teacher education and talked of the movement to work out agreements of reciprocity for certification of teachers in neighbouring states, the growing emphasis on behavioural competencies rather than educational and academic facts and a tendency to lengthen the period of internship. According to him effort in his country was now to prepare teachers who know *about* the teaching material but who also know *how* to teach. Presenting the history of teacher education in Malaysia, Dr. Wong mentioned that they now have an integrated teacher-training plan under which all training colleges in West Malaysia had been coordinated. He expressed the hope that teacher education in his country was being geared to meet the two challenges - socio-economic development of Malaysia and redressing the economic imbalance between the various racial groups. Dr. ChampaTong gave an idea of the provision for teacher education in his country, and emphasised that the declared aim of teacher education in his country was to produce a teacher who would be competent to carry out the double role of being an educator and a community leader. Professor Devegowda discussed in brief the teacher education programme at various levels in India. He analysed the short-comings and suggested measures for improvement. Dr. Pillai said that cooperative teachers and parent-teacher associations played a very important role in the training

of teachers in Philippines. Also, it was compulsory for every teacher to undergo at least one in-service course every five years. During the discussion, Dr. Tiwari commented on the backlog of untrained teachers in India. Dr (Mrs.) Zaidi supported the idea of integrated courses in our country. Dr Kaul observed that these new experiments should be given a fair trial. On a question from Mr. Vij, Dr. Champa Tong said that village schools themselves were responsible for the training programme of teachers and consequently their reaction towards teacher trainees was favourable.

The Valedictory session of the Conference was held during the afternoon that day. Delivering the valedictory address, Dr. Edward C. Pomeroy emphasized that education of the future generation of the world was a complex matter. It required participation of millions of people. Decisions in regard to the various problems were not easy to implement. Unless various groups—local, national and international—provided support—moral, intellectual and in many other ways, nothing substantial could be achieved. It was in this context that the deliberations of this Conference were of historical importance. He went on to say that in the process of meeting new challenges, the teacher and the teacher-educator occupy the key role. Modernisation had brought about facility of communication and movement. Every one had to take note of these changes. There were similarities and differences in different countries. Educators had to learn from each other by sharing their experience. There should be closer relationship between scholars and teacher.educators. A school was an important resource material for teacher-educators, and it must be fully utilized. Upgrading of standards implied change and it was not possible to effect change unless teacher-educators change themselves, their methods and techniques. A teacher must grow up into a community leader. The most important thing for quality improvement was that teachers and teacher-educators kept themselves uptodate.

Dr. Chaurasia in his Presidential remarks emphasized the importance of in-service programmes for teachers and teacher educators, extension centres attached to teacher training colleges, setting up of State Board of Teacher Educations and organisation of Summer Institutes for teacher educators. He also made a strong plea for the continuance of the experiment of four-year integrated course.

The Conference then adopted nine resolutions which are as follows:—

(1) The Conference takes note of the socio-economic changes that have taken place in various parts of the wotld in general and Asian countries in particular and recommends that the programmes of school education and teacher education in each country should be modified to meet the new challenges.

(2) This Conference feels that it has become necessary to undertake a survey of Teacher Education situation in various countries. Early steps may be taken in this direction.

(3) Resolved that in order to provide an effective channel of communication amongst Asian countries, the quarterly journal of the I. A. T. E. "Teacher Education" should be expanded to include a section on 'Around Asia' which should publish information and new developments in Teacher education in Asian countries.

(4) The Conference feels extremely concerned over the deteriorating standards in education and resolves that effective and quick steps be taken by the Governments and professional organizations concerned to provide suitable emoluments to teachers and improve their working conditions so that suitable persons may be attracted to the teaching profession.

(5) The Conference recommends that an expert committee be appointed for making suitable recommendations for suggesting reforms in the teacher education institutions in regard to instructional methods and procedures.

(6) The Conference recommends that greater stress should be laid on functional and developmental research in teacher education by all concerned.

(7) This Conference recommends that steps may be taken to organize Asian Council on Teacher Education to coordinate the activities of national organizations and promote the cause of teacher education in c operation with institutional organizations.

(8) This Conference recommends that steps be taken to organize an Asian Conference on teacher education once in two years.

The Session closed with a vote of thanks by Dr N. V. Thirtha.

The delegates of the Conference were, on different dates, given separate Receptions by the Government of Mysore, International Council on Education for Teaching, Bangalore Association of Teacher Educators and the Book Exhibition Committee. The delgates enjoyed a variety entertainment programme of dances and music of South India, an excursion within Bangalore city and an excursion to Mysore.

T. K. TUKOL

Welcome Speech

I have great pleasure in extending a very warm welcome to all the distinguished delegates and invitees to this First Asian Conference on Teacher Education on behalf of the University of Bangalore and myself as well as the Bangalore Association of Teacher Educators.

It is pertinent to mention that the University Department of Education has been imparting to graduate teachers of secondary schools education leading to the Master's degree in Education. It runs eveningcourses as also correspondence-cum-summer course for secondary teachers for the degree of Bachelor in Education.

Since the second World War, the major change that has taken place in all countries over the globe is industrialization which is so encompassing as to materially alter the pattern of society. The recent advances in science and technology have been quite pervasive so much so that even predominantly agrarian developing countries like India have been feeling the change in the pattern of living. The rapid growth of population with decline in the rate of mortality has created new problems of food, housing, health and education. It cannot be disputed that the task of education in an industrialized society is different from that of other societies. The traditional role of education has been to preserve and maintain our culture and concept of family and social life. The family and society themselves provided a kind of education in a direct or indirect way which fitted individuals with some formal education to discharge their normal obligations. An industrialized society demands individual knowledge and skill, highly specialised in content and application. Public and private organizations are springing up for scientific and technological education and research, in the service of humanity. The courses are so diversified that they need highly qualified educators. The changed society and economic needs have given education a new status and dimension; they demand more knowledge and skills of greater complexity.

Apart from advances in science and technology which have brought about sweeping changes in society, the establishment of democracy in different countries has contributed not a little to human aspirations and growth of new institutions. Power in its traditional sense has undergone a material change so that equality of opportunity and equality of treatment have become the watchwords of social existence. Status is no longer evaluated on grounds of birth or riches but of individual achievements based on intelligent and hard work. Yet the family background weighs considerably with many people and equality of opportunity still remains a laudable goal, worthy of direction and effort.

What is however of vital importance to the educationists is acquisition of an awareness that the rapid social changes have hastened the pace of development in an unprecedented manner and that we have therefore to address ourselves to the personal demands that those changes impose on the teachers and their educators. We must be prepared to create a climate that will be in tune with our changing times. This will be possible only if our colleges and universities shoulder the responsibility of producing teachers that will answer the demands of the new social and educational oder.

The new educational order requires teachers not only to teach subjects of general or special interest as at present but also to discharge the new tasks of teacher-cum-counsellor and teacher-cum-youth leader. It also needs teachers who can guide and teach students of different age-groups. In addition, the teachers are expected to be familiar with new methods of teaching, student-psychology, organization and administration. Equally important is the new concept of the teacher's role in society to meet the expectations of the parents and the community regarding his behaviour in the school or college and outside as leaders of thought and torch-bearers of high ethical standards.

In ancient India, teacher-training was part of the work of the Gurus who picked up the most suitable amongst their disciples and trained them in the art of teaching by entrusting them with teaching the younger disciples in their presence. It was the reputation of the teacher for his learning and efficient training that attracted students to him. There do not appear to have been any special institutions for training of teachers until the missionries introduced training courses for teachers by the end of the 18th century. A significant step in the direction taken by the British Government was the appointment of the Indian Education Commision which submitted its report in 1884 recommending establishment of six training colleges in Madras, Lahore, Rajamahendry, Allahabad, etc. These Colleges were started for training secondary school teachers. The training of the primary school teachers received the attention of Government only later when the Hartog Committee recommended

starting of similar institutions for training of primary school teachers for a sufficient duration as would make them adept in their profession.

India has been making rapid strides in all fields of education since she attained Independance in August 1947. The University Education Commission was appointed under the Chairmanship of Dr. S. Radhakrishnan to deal with problems of higher education. While presenting, in 1949, an exhaustive study of problems of higher education, the commission dealt with the problems of primary and secondary education and recommended remodelling of training courses with weightage for school practice under the supervision of well trained teachers. Admission to training colleges was to be limited to persons who were already in the teaching profession. Four years later, the Government appointed a Commission specially for Secondary Education under the Chairmanship of Dr. Laxmanaswamy Mudaliar. This Commission recommended the setting up of two types of training colleges: (1) A two-year training course for teachers who had passed only the Matriculation or SSLC Examination; (2) training for one year for Graduate teachers. It also recommended that the training courses should comprise refresher courses, study of special subjects, practice teaching in schools and occasional conferences for teachers. The effect of these recommendations was healthy as they quickened the pace of teacher education. Regarding the need for improving the teaching personnel, it stated: "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher – his personal qualitites, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community". It emphasised that the teacher-training colleges should be active centres of research and practical experiments directed towards the improvement of educational method, curricula, discipline and organization of schools, since the success of education depended upon the character and ability of the teacher. The effectiveness of training for primary school teachers depends not only on the mental equipment of the individual teacher but also on his general education and character. It also depends upon the efficiency of teacher-educators as well as on the efficiency of the teaching programmes. It goes without saying that such institutions should be well equipped with teaching aids. It will then be for the society and the government to provide healthy conditions of work for teachers in schools which they might join.

The establishment of National Council of Educational Research and Training in 1961 is a landmark in the history of teacher training in this country as its objectives are as laudable as they are practicable. The first objective is the evaluation and co-ordination of teacher-training programmes sponsored by the Departments of Education of the State Governments and the Universities. Its second objective is adoption of measures for toning up of teacher education

for primary level and secondary level teachers. In order to carry out these objectives, the Organisation has set up four Regional Colleges of Education. The initiation of correspondence courses and the organisation of Summer Institutes have hastened the pace of progress in the training of a large number of teachers at different levels. There are good many teachers who still remain untrained and it is of utmost importance to set up new institutions to clear the backlog as early as possible, if the standard of education is to improve.

The latest thinking on teacher education in India is contained in parts of the most exhaustive and weighty Education Report, popularly called the Kothari Commission Report of 1964-66. It deals with the innumerable problems of education at all levels and gives its projections for the future in matters pertaining to general education, professional training and community experience in a corporate life. It is a remarkable document for study, digestion and action. It has pointed out that training institutions have been suffering from isolation from the main stream of academic life of the university and from the growing problems of the schools. The quality of training is usually poor and the curricula continue to be traditional in content. The practising schools disregard the genuine needs and objectives of real education. The Report suggests removal of aforesaid isolation by establishment of closer contacts between the training institutions and Universities, improvement in the quality and content of teacher education and expansion of existing facilities in addition to making provision for continuing education. It has advocated starting of comprehensive colleges for preparation of teachers not only to meet the needs of several stages of education but also of teaching different subjects. This can be done by adding classes to the existing training colleges to train teachers for primary and pre-primary levels. The existing situation is most aptly summarised in the following words:

:"The essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards. We attach the highest importance to this programme of qualitative improvement. Existing programmes of teacher education are largely traditional, rigid and divorced from the realities of schools and existing or proposed programmes of educational reconstruction. Re-organisation is needed at all levels and in all courses and it will not be possible for us to examine all aspects of this problem in detail."

However, it has indicated broad lines for re-organisation of knowledge of subject-content, emphasis on professional studies and methods of teaching and evaluation, initiation of special courses and programmes by revising the existing curricula. In this connection, it is necessary to mention that a decision was taken at the recent

Conference of Vice-Chancellors of South Indian Universities to provide for training to the newly appointed lecturers in colleges for the duration of three months in teaching methodology, technique and psychology.

That the latest thinking on the subject of teacher training in England is almost identical in its ideals and programmes with the one in India is testified by the Report of Lord Robbins Committee of 1963. Considering the growing educational needs of changing society, it has recommended (1) increase in the strength of admissions to training institutions to meet the demands for greater number of teachers, (ii) widening of faculties by addition of subjects and advanced courses of instruction and (iii) by appointment of efficient staff. Though traditionalism still seems to prevail there even in the field of education, unmistakable signs on the part of educationists of their readiness to adopt their curricula to be in tune with the progressive trends in the social concept of education are clearly discernible. Institutes of Education or Area Training Organisations are being increasingly alive to re-orientation of teacher training problems. They are today engaged in comprehensive efforts to introduce national schemes not only for the maintenance of high standards but also for according full freedom in experimentation and research. Intensive efforts are afoot to raise the status of training institutions to the level of Arts and Science Colleges.

So far as the United States is concerned, its democratic way of life inspires all educational activities to give new dimensions to the teaching profession so that the teacher may rise in social status and prestige. It is being progressively realised that efficient teachers with high academic qualifications and professional training are a must for an enlightened nation. Today the teacher is regarded in USA as important as any member of the learned professions like Law or Medicine. The teacher training institutions have grown in numbers and gained higher status than before. There is complete awareness that education is a science and that the teachers should therefore be imparted both general and professional education. Graduation is being prescribed as the minimum qualification even for teachers at the primary and pre-primary levels. The training Institutions impart instruction in humanities or the sciences as well as professional aspects of training. Refresher courses, short-term training classes and correspondence courses are some of the features of continuing education. Research centres are established for evaluation of new methods of teaching, organisation and administration of schools. In short, education imparted to a student-teacher is of such a nature as would develop his knowledge, skills and interests so essential for shouldering the responsibility of a society involved in the realisation of its national democratic ideals.

A variety of media are therefore provided in the United States for the training of its teachers, like the consultative service in schools, summer studies, extensive

lectures, home studies, provision of workshops and clinics, vocational institutions, professional conferences and discussions, centres of research and investigations etc.

It can not be gainsaid that it is the personality of the teacher that contributes vitality to the content of his own education and the education he imparts to his students. It is therefore of primary importance that teachers are given in-service training to enable them develop their own resources, refresh their minds and awaken their interests and curiosity, in the ever growing problems of the field.

There is, thus, identity of thinking in matters relating to teacher education. In the changing society, Modernisation is the need of the hour. We must revise our methods and systems in such a way that the teachers are able to mould the personalities and aspirations of the students, who would be the citizens of tomorrow so that they would be useful citizens dedicating their services to national development and their devotion to spiritual realisation of the ideals of life. The national ideals may differ from country to country according to the economic, social and political objectives its constitution might hold out, but the harmonious development of the personality of students as the ideal of education is universally recognised. If a teacher is to mould his students, each of them into an integrated personality, he must cherish and practice eternal values of life. The principles of psychology have so much percolated into theories of modern education that no teacher can be an educator unless he himself is inducted into them and has acquired the technical skill of using them in the practice of his profession. It is only international co-operation in evolving practical theories and tools, but not theoretical sermonizing, that can help us in our noble tasks.

S. N. MUKERJI

Teacher Education and Social Change

[Introduction of the theme]

The year 1970 was an important land-mark in the history of education. It was during this year that the birth centenary of Madame Montessori and the third birth centenary of Johann Amos Comenius, the prophet of education, were celebrated. It was again the International Education Year. It is in the fitness of things that we are meeting here today in this garden city of India to discuss a very important theme of education.

The theme of the Conference is 'Teacher Education and Social Change'. As one casts a glance at the international scene during the last two decades, one feels that no other theme could have been more appropriate. Today, every country wants to develop. There is nothing like a developed, developing or underdeveloped country. No country is permanently developed. No country is permanentely underdeveloped. All countries are developing at defferent rates and have reached different stages of development. And this desire for development is all embracing and global. It is economic and social, comprehending all the socio-economic demands of individuals and variables of society. It is political and ethical, embracing the moral policy parameters of freedom, equity and justice.

The theme is so comprehensive in nature that there would be no end to discussions and deliberations. Volumes have been written on the subject, and more volumes can be developed further. The detailed programme of the Conference, however, has given a directive according to which the theme is to be elaborated. It aims at covering only four aspects, Viz., (1) modernization as a process and social ideal, (2) socio-economic change and education; (3) national goals and objectives with respect to modernization; and (4) current issues in teacher education. I would like to confine my attention to these aspects and present them as briefly as I can.

Modernization has been given a variety of definitions by different scholars. It is essentially a process, a movement from "traditional or quasi-traditional order to certain desired types of technology and associated forms of social structure, value orientation and motivation and norms".

This process is, however, very complex. In the long run, it influences nearly all aspects of human life, its central characteristic being the growing link between the technology of modern economic life and the discoveries and inventions of science. This refers not only to manufacture, but also to agriculture, commerce, bureaucracy and the organization of service. Again, modernization is not a new movement. It started long ago in the Western countries with the dawn of the Industrial Revolution. It has received a new impetus and momentum in developing and underdeveloped countries in the post World War-II period.

Social change, in the form of modernization, was ushered in India by the British rulers. There were, of course, Indian pioneers in this field, like Raia Rammohan Roy, Jagannath Sunkersett, Sri Syed Ahmed and many others. After independence India has planned to industralize herself rapidly. This has brought about a number of important social changes, like caste reorganization, break-up of the joint family system, the industrialization of rural areas, break-up of the former system of cooperation in social life, rise in the standard of living, leisure for house-wives, employment for educated girls with their new adjustments in the traditional family and the like.

Education is the most powerful instrument for effecting modernization. As Frederick Harbison and Charles A. Myers have rightly pointed out; "Education is the key that unlocks the door to modernization". Modernization implies the universal propagation of knowledge and hence the universalization of education and life-long education. It is also held that education will provide the necessary training in skills and occupations and thus produce the needed competent personnel for manning different specialized jobs in modern industries, business, educational and research centres, and secondary associations. Not only this, education is also expected to change the values and attitudes of people and to create in them the necessary motivation to achieve social class ascendancy, social mobility and/or their Sanskritization or Westernization.

This has been achieved to a great extent. World-wide primary school enrolments have been increased by more than 50 per cent, and secondary and higher education enrolments by more than 100 per cent during the last two decades. Compared with a generation ago, twice the population and number of world's children and adults are today receiving instruction in schools.

Despite this remarkable rise in school enrolments, there is a sharp increase in popular aspirations for education, which has laid siege to schools and universities. The gap between the desire for education and school admission is the greatest in developing countries where, even now, elementary schools can admit only less than 50 per cent children of that age-group. The programmes of adult education are also proving inadequate. UNESCO figures indicate that in Asia about 355 million of people were illiterate in 1970, compared with 322 million in 1960, and 307 million in 1950. Thus a large percentage of the adults are still illiterate today. Nevertheless, the illiteracy was reduced by almost 20 per cent during the last 20 years. It dropped from 76 per cent in 1950 to 61 per cent in 1971 due to a rapid expansion of the educational systems in the country. Nor have the physically and mentally handicapped children been neglected. Special care is also being taken of the education of uuderprivileged classes, viz., backward classes, scheduled castes and tribes. The attainment of school teachers has increased considerably. Today, graduates are competing to become primary school teachers, and at least twenty-five per cent of pupil teachers of teachers' colleges are post-graduates. There are, however, no figures about the dark side. They do not reveal the vast social waste and the human tragedy in the high rate of drop-outs and failures. They hide the large number of costly 'repeaters'. Most important of all, they say nothing about the nature, quality and usefulness of the education received. They are also silent, about a large number of institutions which are untouched by modernization. Even today, one can come across some educational institutions, where one can hear the chanting of the Vedas, a practice going back to a period not less than 4000 years ago or the musical recitation of the Koran reminding one of the medieval age. Even today, there is a madarasa (school) in Calicut where over 800 Muslim girls are prohibited to write because of religious restrictions. Disclosing this at the Muslim Education Conference, Rotary Governor-elect P. P. Hussain Koya said, "I am ashamed to call myself a citizen of Calicut because of this prohibition on girls". One may come across many more madarasas of this type in the world.

Modernization has brought about revolutionary changes in the concept of teacher-pupil relationship. For example, the Guru-Shishya relationship is now unworkable in India, since teaching and learning are no longer confined to fixed groups in society. Teaching is now a profession and education is the right of every child. The teacher-student relationship is based today on specificity and impersonality. Contract alone can work. There is a de-emphasis on the knowledge goals of education, as knowledge is looked upon as a means of securing occupational jobs.

Some mode of standardization had to be introduced, since the product of the educational system is expected to perform standardized jobs in a large impersonal

market. The entire system is controlled by an external agency which prescribes the syllabus, conducts the examination, and awards the certificate. The entire system is examination-oriented, and even the best teachers confine their attention to the approved text books and to the probable questions. There is widespread dissatisfaction with the system among the old and the young, among the teachers and the taught. It rises highest, when the products fail to secure jobs and they shout; "We want jobs and not certificates ! ". Jobless youth are in the vanguard of Ceylon insurgency today. Out of 12,000,00 inhabitants there are some 8, 00,000 workers and of these 18,000 are students with at least eight years' education. Many of the students have returned to their local villages where they have allied themselves with the discontented peasants.

Such a situation has brought about a crisis in education. A large number of educated youth are running amuck for want of jobs. In India alone. there are over 20 million of such persons. The position is equally deplorable in a number of Asian countries, and the malaise is gradually spreading in developed countries too.

In the face of such great unemployment, the policy-makers have to ask whether they perfer the educated unemployed or the uneducated unemployed. Although this is by no means the full choice they face yet development prospects of a labour force, which has growing educational attainments, are greater than those of a labour force with static or declining educational attainments.

In many developing countries the economic growth rate of the nation as a whole, is not accelerating nearly as rapidly as the out-turn of students from institutions of higher education and secondary schools. In this respect, it is perhaps as justifiable to say that the amount and nature of economic development are not keeping pace with educational growth as it is to say that education has outpaced economic development.

In many developing countries, education is viewed as one-way ticket for high status, urban employment. Yet in the early stages of development, the capacity of medium and large scale private enterprises to offer employment to secondary school and university trained personnel is quite limited. The rapid expansion of civil service employment in these countries is now slowing down in view of fiscal realities. The growing number of job-seekers for high positions and the limited number of openings can lead only to rising frustration. High rates of population growth in the developing countries during the last two decades make the problems more complicated.

A rapid population growth is more or less a global problem. Hardly a month back, Prof. Brian Flowers, F. R. S.' the Chairman of Science Research Council remarked in London; "The world population had reached a significant proportion of

the maximum number of people whom it would be possible to support. It had been estimated that potential world resources could support between 30 and 40 billion people at bare subsistence level. We have already reached about a tenth of that figure. Prof. Brian suggested that physical technology could buy a little time through aid to backward areas but that would merely increase the strain on natural resources.

It is very difficult to evolve workable solutions for such an unhappy situation. Two solutions are generally pointed out, viz., (1) the adjustment of economic programmes to human development potentials and (2) rural transformation. These require proper planning. The immediate need, however, is to create a scientifically oriented society through education. For this, it will be necessary to adopt a few definite measures, viz., (1) selective allocation of resources at all levels of education with particular attention to the primary and secondary levels (2) strengthening of the science stream at the school level, with a superstructure of scientific and technological institutions at the college level (3) improved methods of teaching with emphasis on facts and objectivity, on systematic observation and on the development of capacity for independent judgment; and (4) a proper in-service education programme for teachers and teacher educators.

Another caution is to provide for the need of a gradually rising base of general education as a necessary accompaniment of development. General education provides the grounding for trainability, for restrainability, in fact for self renewal. The requisite amount of general education varies in time and with the complexity of the socio-economic environment in which the job-holder works.

This brings us to the third aspect of the theme. viz., 'national goals and objectives with respect to modernization'. It will be very difficult to give a universal philosophy, since every country has its own individuality and may like to solve its problems in its own way. In India, it is a baffling problem to find an agreement on any programme or on immediate objectives because of the multiplicity of political philosophies and platforms that prevail in the country today. However, the Indian Constitution with its statements of Fundamental Rights, Directive Principles and the Preamble can be said to represent consensus on the type of society which Indians are eager to create. The Constitution lays great stress on three factors—parliamentary democracy, rationality and equality.

It is a real challenge to educational institutions to fulfil these objectives. It will be necessary for them to develop democratic values in the young generation. They will have to encourge democratic administration, student participation, teaching

through discussion, and respect for individuals. A rational attitude can be developed through programmes of national and international integration. This is all the more necessary for a country like India which is a land of numerous religions, castes and languages. Equality can be encourraged by ensuring equality of educational opportunity to needy but deserving students, to specially disadvantaged social groups, to girls, and to backward areas.

It may, however, be noted that the formal school system can not be expected to do the entire job. Other agencies will have to play a more active role in the preparatory task, the family; a great variety of social groups such as youth clubs and other associations; out-of-school organized training institutions; mass media of communication (radio, TV, newspapers, books, records); churches; and other enterprises (farms, commercial firms, industrial organizations, Government agencies). Each of the foregoing agencies contributes, or has the potential to contribute, to the educational process.

To sum up, the imperatives facing education today are: a growing social demand multiplied by demographic pressure, presence of students of various ability, different socio-economic groups and structures in the same classroom, growing mal-adjustments of the educational system to their environments, out-of date methods of teaching, lack of democratic administration, tightening of educational budgets and growing discontent of youth with the educational offerings and the lack of opportunities to participate in shaping educational structures. All these imperatives call for major structural and institutional changes in education. It is no wonder that the UNESCO observed, "Despite spectacular educational expansion, hundreds of millions of the world's children—whether in school or not—are still not getting the education they need and can profit by".

It is really shocking to note that no country has an educational programme equal to the times. All countries have problems and needs, potentially responsive to education but relatively untouched by it. Innovation, creativity, experimentation and reorientation of purposes are needed everywhere. More of the same kind of education is not the answer. The UNESCO perceives the need in the following words: "Boys and girls who are in school today will spend a great part of their adult lives in the twenty-first century, yet many of them are being educated by methods and institutions which were developed in the nineteenth century or even earlier". In short, there is a 'gap' between what is being taught in the classroom and what is being asked for in life or occupation. There is a gap between the teacher and the pupil. The teachers seem to be teaching the pupils but they are hardly able to reach them. There is a gap between what teachers' colleges produce and what the schools need.

An effective programme of teacher education—pre-service and in-service - is the urgent need of the day. This Conference has selected a number of basic issues confronting teacher education today. The details are given in the programme. We are sure that the discussions will prove fruitful, and the results of the deliberations will be discussed in various parts of the world through an agency like the ICET.

Finally, it is very necessary to correct a wrong notion about modernization. It generally stands for a superior culture and is often confused with Westernization. It needs to be stressed that the world can not be divided into 'Advanced' and 'Follower' societies. At the same time, no archetype exists to which underdeveloped nations are to aspire. Each nation has its own possibilities of modernization, the implementation of which could be hindered by attempts to imitate an outside model.

Each nation wants to maintain, preserve, enrich and transmit through its history, its own culture. The address of Japan's Education Minister, Abe Yoshishige, to the U. S. Education Mission, March 8, 1946, eight months after Hiroshima, is very relevant in this connection. Yoshishige opined. ' I hope I am not making too bold a statement in expressing the wish that America may not avail herself of this position to impose upon us simply what is characteristic of America or of Europe... if this is the case... I fear that we shall never be able to have a true Japanese education... firmly rooted in our soil and which can work on the inmost soul of the people". This is quite contrary to the wishes of Lord Macaulay who wanted to produce a class of educated persons in this country, "Indian in blood and colour, but English in taste, in opinion, in morals and in intellect".

One may also like to cast a glance at sub-Sahara Africa, where new nations date their independence within the last fifteen years; remaining ones expect theirs within the next five years. Political newness is matched with the newness of visible and transmittable formulations of African values. Vigorous and prolific literature is either newly created by a new generation of writers or newly transcribed directly from the story tellers. In consequence, as W. E. Abraham says in The Mind of Africa: "Our interest in our own cultures is not historical and archeological but directed towards the future".

Dr. Abraham's personal cultural roots are in Ghana, but he speaks for the fifty nations of Africa which are trying to heal what he calls the "Multiple wounds" of diverse European exploitations and to find the "agreement which would draw the skin together and give Africa a continental outlook".

Education is the most powerful instrument for achieving the goal. As in other world cultures, it may be looked upon to provide the personality resources to fuse the finer qualities of tradition with the most promising aspects of modernity.

DHARMA VIRA

Inaugural Address

The subject to be discussed at this Conference "Teacher Education and Socio-Economic Change" is really very important since it has to deal with a large number of problems relevant to the present systems of education in our country and outside. I am glad that your organisation composed of intellectuals, scholars and thinkers has taken up this question, and I am confident that your mature deliberations will make a substantial contribution towards the shaping of the future generations. This is a call of responsibility which demands your undivided attention and painstaking effort. Today, the teachers have to play a vital role in the moulding of intellectual and social life of our youth who are to be the leaders of tomorrow whether as statesman, doctors, engineers or administrators. They have to play their allotted parts in every field of activity in the future. The responsibility of the teacher in helping, in giving correct guidance to our young men and women is heavy indeed. It is the teacher alone tha can tackle the task of seeing that the activities of our youth are meaningful andt purposeful. It is no exaggeration to say that the teacher is the cornerstone of the arch of education. In fact, he is far more important in the scheme of things than mere books and curricula, buildings and equipment, administration and the rest.

There is no gainsaying the fact that the key to the prosperity of the future generations lies in his hands. It is the ideals that the teachers instil, the training they impart and the example they set before their wards that would help in equipping the students to understand, appreciate and evaluate the various problems before them—whether personal, social, national or international. Take for example, the problem of national integration among our countrymen. Of the many and varied means of achieving this objective, the most important is through the teachers in the Universities, Colleges and Schools who are in a better position to contribute substantially in promoting a sense of nationhood among the people by inculcating in the minds of the students even from their formative years, the great virtues and principles that should mould their character. After all, in the final analysis, what is the purpose of education other than the advancement of human welfare through the enlargement and communication of knowledge?

In a democracy, progress and prosperity depend on the level of education of the masses. It has been aptly said that the destiny of a country is shaped in her class-rooms and on the quality of the persons coming out of the schools and colleges since it is on them alone that the success of the great enterprise of national reconstruction will depend. For sheer magnitude, the problem of education can hardly be equalled. But, there is no escape from it. The future of the country depends on how the problem is going to be handled, the type of education that is given to the youth, and finally how the persons who teach them are trained.

Education has to achieve social and national integration if it has to serve its larger purpose. Hence, in the present day context. there is greater need to make education a means of instilling not only knowledge, but also a sense of social responsibility in our students and to enable them to understand and appreciate the underlying unity of our cultural and spiritual heritage, despite regional, linguistic, religious, economic and other differences. All these facts go to show the enormous responsibility resting on the members of the teaching profession, and the urgent need to have well-trained teachers who can undertake stupendous tasks in moulding and shaping the younger generations and in so doing shaping the character of the nation.

Another important matter which I would like to refer to is the standard and type of education that is imparted to students now-a-days. The first and foremost task about which we have to be clear in our minds is defining the aim and purpose of education. Educational systems are not built to last for all time, but are intended to suit a particular time in the context of the political, economic and social circumstances prevailing at the time in a country. It should be capable of adaptation to changing needs and conditions. Therefore, wherever and whenever necessary, modifications have to be made to realise more effectively the ends of the development of the individual and general social welfare. In essence, a scientific temper, humanitarian outlook and democratic spirit should be the guiding principle that should govern the educational pattern and structure. All this may sound trite to you who are experts in educational matters, but I have referred to these because, I have a feeling that we have missed these fundamental and elementary principles in the actual day-to-day working of our educational institutions. I do hope that as an organisation of teachers, you will bear these points in mind and envolve a suitable solution.

In recent years, we have been witnessing acts of indiscipline on the part of the students even over frivolous matters. We cannot entirely blame the student community for this state of affairs. I have a feeling that, in this context, there is much to be done to bring about a better teacher-student relationship. No doubt.

with the enormous increase in the strength of students in schools and colleges, it has become somewhat difficult for the teachers to have personal contact with their pupils, and thus the students are deprived of valuable guidance and advice. In ancient times, in our country, there used to be what is called the 'Gurukula' system by which even a much below-average student could have the benefit of individual attention and care in the process of improving his knowledge and character. There used to be a sort of paternal care if I may so so, and the Guru enjoyed the high esteem and sincere affection of his pupil. Now with the expansion of our educational institutions, the class-rooms are over-crowded and hardly any teacher-pupil relationship really exists. It is sad to note some of the eductional institutions are actually being run on a commercial basis, and the education that is imparted there is just for producing men who are taught some fragements of knowledge of some subject or the other. This is indeed a very unfortunate state of affairs, and calls for being remedied as early as possible. In this important task, the responsibility lies not only on the shoulders of teachers, but equally on the parents also who should extend their wholehearted co-operation in effectively building a sense of discipline and character among young people. The time has now come when we have to find out the root causes of student unrest. All that is required is a correct understanding and appreciation of each other's points of view, and a determination to eradicate at any cost the evils that have wormed their way into our educational systems. To improve the quality of education, it is of utmost importance that we should have men and women who are dedicated to serve the cause of education. For this purpose, it is also equally necessary to make an intensive effort to raise the economic, social and professional status of teachers in order to attract the best talent.

I find that this Conference has before it an agenda comprising many important matters concerning various measures to improve the quality and status of teachers. I convey my good wishes to the participants for success in their deliberations.

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G. CHAURASIA

The Presidential Address

It is my proud privilege to welcome you to this First Asian Conference on Teacher Education.

The theme of the conference is Teacher Education and Socio-economic Change in Asia. To my mind, it is extremely appropriate in the present context of educational development. I believe that innovations in education and in teacher education are being formulated and being tried in all countries of Asia in order to meet the new challenges of socio-economic development. It would be wrong to imagine that innovations are tried by teachers and teacher educators for satisfying their personal fads and whims. It is my conviction that the deliberations of this Conference will provide a unique opportunity to examine the entire field of teacher education and to suggest reforms, priorities, and innovations in teacher education programmes on the basis of the needs and problems of the developing countries and the experience gained by them in meeting their peculiar challenges.

The whole world today is passing through a great crisis. And the developing countries are experiencing a series of crises in the different aspects of their national life. With all the growth of science and technology and the explosion of knowledge, these countries are still struggling hard to ensure reasonable standards of living and a decent life for their people. Their difficulties and problems are enhanced by the unprecedented growth of population. This situation is made more complex by the needs and demands of quick modernisation, a process which has already been set in motion in the developing world. That is why the developing countries of Asia are focussing attention on education as part of their overall national developmental endeavour. The role of education as a powerful instrument for change is being increasingly recognised. Therefore, the emphasis is being shifted to teacher education for equipping the teachers to perform the changing role of education.

It has been rightly observed by Mr. Rene Maheu, Director-General Unesco, that great crises in education always coincide with profound social changes and crises in civilisation. Consequently, the critical reappraisal of teacher education, its form and content, are urgently called for to meet the mounting pressure of manifold crises in Asian countries.

As will be noted the theme and the programme of this Asian Conference are specially concerned with the process of change and its major components. Special attention is being given to the process of modernisation, its operation and the resulting impact on the life of man. The central concern is with increasing human welfare and enhancing the dignity of human life.

The need and urgency for education to meet the requirements of the process of change and modernisation is obvious. A new philosophy and a new technology of teacher education are called for to prepare teachers who will nourish the human resources according to the fundamentals and the particular requirements of each culture in Asia and in the neighbouring areas. Existing teacher education curricula and programmes will be examined. Current issues and problems in teacher education will be discussed. Attention will be given to the planning of teacher education for today and tomorrow. The role of the different agencies and organisations involved in teacher education will also be considered.

However, it would be wrong to think that no efforts have yet been made to shape teacher education to meet the challenges of modern times. Special attention is therefore given to the study of innovative ideas and practices which have been developed and tried in response to the changing needs of education. We have here a unique opportunity to pool the material on innovations in teacher education in Asia.

The treatment of the theme would not be complete without a reference to the planning of teacher education. Suitable curricula and programmes must be formulated in keeping with our needs and resources. These must be reviewed and evaluated periodically and improved upon. Priorities need to be determined and goals and targets set.

In order to formulate suitable curricula and programmes of education as well as of teacher preparation the concept and the process of modernisation have to be examined historically and operationally. The impact of 'modernisation' on the life of man, his thoughts and beliefs, his ways of living and working, his inter-personal relationships his institutions and aspirations has to be properly studied.

Also, the conflicts and tensions, the stresses and the strains, the pressures and problems inherent in transition for the desired transformation have to be duly taken into account by educators. Similarly, adequate provision to facilitate the processes of adaptation, assimilation, integration and humanisation has to be made in the system of education.

The concern all through naturally rests with the human factors whose education, welfare, happiness, prosperity and enlightenment in a perplexing modern world are the centre of all attention and endeavour, be it agriculture or art, science or teacher education.

The nourishment, education and training of the individual human beings is necessarily of prime importance. Some feel that modern world is characterised by almost a naive faith in the power of education as a near panacea for all the ills afflicting mankind. Others believe that education is now well accepted as a major agency for change and progress and as an important instrument of national policy.

But attention to the social, economic and cultural roles of education is, comparatively speaking, recent in our context. Much more recent is the emphasis on education as a force for social reconstruction. However, the importance of education as a tremendous force for changing and remarking societies is being increasingly recognised. Models of some advanced countries have "demonstrated, beyond doubt, the potentiality and use of education in the growth and development of a nation from almost primitive backwardness to techno-scientific excellence". This explains the increasing concern with educational planning as an integral part of the overall national developmental endeavour. The increasing emphasis on the planning and reform of Teacher Education as an integral part of the overall educational planning and national developmental endeavour has logically come next.

Within this framework, the Asian Conference on Teacher Education at Bangalore opens in a unique international perspective. With the interest and co-operation of International Council on Education for Teaching, the American Association of Colleges of Teacher Education and the counterparts in Asian countries, UNESCO and its member States, the Bangalore Conference should usher a new era of international communication and co-operation, mutual concern and shared responsibility, pooled resources and collective endeavour in the cause of teacher education.

From still another angle, this Asian Conference, first in the series to be held in India, is placed in a unique internatoinal matrix; it is being held close on the heels of the International Education Year 1970, which made a bold attempt to focus world attention on the crisis in education and to direct international policy and action

towards improvement of education and training. The approach to the Conference theme broadly fits with the four major declared objectives of the International Education Year, 1970. The Bangalore Conference should form a significant link in the chain of action-oriented regional and international meetings as part of the policy and movement launched by the International Education Year. This Asian Conference must, therefore, be a continuation of our resolves for the Seventies to attain the goals of the International Education Year. A special responsibility thus falls on this Asian Conference of Teacher Educators when the multiplicity of complex societal crisis entering the matrix underline the sense of challenge nnd urgency surrounding our thinking and efforts.

History should accord a place of pride to this Asian Conference in the international professional community for laying the foundation of abiding co-operation and interest and for serving as springboard of a lasting strategy for continued international attention and endeavour in the cause of Teacher Education. It should certainly help to foster new contacts and friendships, establish new channels, start fresh thinking and invite increased exchanges in future. Above all, let this First Asian Conference in India be the start of a new and abiding interest in human beings and their education as citizens of Asia and as members of the common brotherhood of Man.

To conclude, I would like to reiterate my high sense of appreciation of the faith, dedication and aspirations of the professional community and urge action on some major tasks:

1. Strengthening of IATE as an integral part of the international professional community by adopting progressive measures suited to a professional organisation.

2. Establishing regular channels of contact and communication
   (i) between the IATE and the ICET,
   (ii) between the IATE and the WCOTP,
   (iii) between the IATE and the AACTE and their counterpart organisations in Asia.

3. Set up a Committee on International Co-operation for Teacher Education to recommend measures for suitable immediate action.

II

EDUCATION AND SOCIAL CHANGE

(a) Modernisation and Social Change

(b) Teacher Education and Socio-Economic Change

(c) Teacher Education and Education of Minorities

DON ADAMS

Teachers: Heroes or Villains

in the Modernization Process

Only exceptional bravery, innocence or ignorance would allow a person to give an address on a subject as broad as this and encompassing two processes we know so little about. Yet, there is something heady about the topic. Surely after an apprenticeship of satisfactorily explaining the intricacies of teaching, modernization and their interaction, one can proceed directly to such questions as: What is the meaning of life? And, what is truth?

But, as thousands of Conferences of professional educators attest, the speaking platform is no place to elaborate inadequacies or doubts. From the podium and among our professional peers we speak with confidence and authority. So to the task at hand.

In trying to address on this topic it would be easy to play definitional games regarding teaching, education and modernization, parade quotations from learned scholars or indulge in abstruse conceptual pictures of the human processes under discussion. Or, I could deliver a sentimental apology for my profession, a paean on the unselfish dedication of teachers to the noble and grubby task of leading societies in bold new directions. Uneasiness in the roles of scholar, apologist or poet nudges me toward a different approach. I prefer to try to confront as directly as possible what I perceive to be the central issues, questions and confusions surrounding education and modernization—particularly as these impinge on the teacher.

My paper is in two parts. First, I will try to build a model of the contribution of education (and more specifically of teachers) to those social changes which we frequently label modernization. This I hope will be a fair synthesis of the views held by the preponderance of social synthetists and educators who have addressed themselves to the subject. Secondly, I will criticze this model by looking at the

assumptions involved and the nature of the evidence upon which the model has been elaborated.

The Emergent Model

There are a number of interpretations of the character of modernization, for it is filtered by the distinctive lenses of the observers. In this complex and still somewhat mysterious process, however, there is perhaps a fairly general consensus that the following changes take place :

Technology will change toward the increased application of scientific knowledge; agriculture will move from subsistence farming to cash crops to commercial production; in industry the trend is away from muscle power to the use of machines which derive power from other forms of energy; in religion, there becomes a secularization of belief patterns; in ecological patterns, a reduction in size and number of functions; in education, growth in quantity available and variety of curricula offered.*

The modern society, then, is a form of human community characterized by an industrial life style and a complex occupational and social structure. Industrial life style does not necessarily mean that a national economy must boast of the physical presence of heavy industrry but rather that it must be characterized by a particular set of relations between the economy and the individual. Labor relations tend to be contractual and impersonal, the occupational structure differentiated and specialized, and access to consumer goods so widespread as to permit all sectors of the population to share in the fruits of the industrial infrastructure power, communication, transportation, and the like.

Many social scientists would further suggest that in the modern society the standards for morality, legality, etc., presumably are more "universal", that is, based on regulations and values which apply alike to all the various social, ethnic or age groupings. Furthermore, in the modern society individual success and social mobility are less likely to be due to the accidents of family, sex or race but rather depend more on individual qualifications and achievement. Gross generalities such as these are dangerous and there are obvious exceptions in individual cases. It is easy, for example, to note the persistence of privileged groups in Western Europe and the United States. Nevertheless, these generalizations relate to certain fundamental characteristics of social chage and at least offer a useful perspective in examining the process of modernization.

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*[See For example Neil S. Smelser. "The Modernization of Social Relations" in Myron Weiner (ed.). *Modernization*; New York: Basic Books, 1966 pp. 110-111.]

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Some scholars however, do distinguish between the notions of modernization and development. Modernization, one argument goes, refers more to the values, attitudes, and styles of living of people, while development is more fundamentally an application of technology to processes of production and distribution. From this interpretation it follows that modernization may thwart development. That is, the effort expended in producing and acquiring modern clothing, entertainment, and services detracts from the accumulation of capital through savings and thereby limits investment in agriculture, industry or infrastructure. While this distinction has merit, we will primarily rely on the term modernization to describe the processes we are discussing.

Perhaps most controversy exists when an attempt is made to describe the political requisites for modernization. James Coleman, for example, gives the following definition of political development:

> ...The acquisition by political system of a consciously sought and qualitatively new and enhanced political capacity as manifested in the successful institutionalization of (1) new patterns of integration regulating and containing the tensions and conflicts produced by increased differentiation and (2) new patterns of participation and resource distribution adequately responsive to the demands generated by the imperatives of equality.

The emphasis on "new patterns of integration" and "new patterns of participation" is perhaps quite standard in the definitions of most political scientists Coleman, in describing the "modern participatory state" identifies two possible models—the totalitarian and the democratic. His preference for the latter is obvious and he finds the democratic model more viable for a modern society; that is he believes that a democratic polity is a better vehicle for bringing about and sustaining development and social change.

Some political scientists such as Ward and Rustow are more cautious. Whereas they emphasize that developed polities are characterized by interest and involvement, they do not argue that political development necessarily implies democratic decision-making. Indeed, in commenting on the communist belief that all societies move along a single path toward one pre-ordained goal, these authors conclude that "this artless and simplistic notion does not gain in validity as we change the sign on the finished line from 'Communism' to 'Democracy'.

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* Jams Coleman (ed.) Education and Political Development, P.15

** Rebert E. Ward and D.A. Rustow (Eds.) Political Modernisation in Japan and Turkey, Princeton : Princeton University Press, 1964, P. 5

What political scientists call "participant political system", that is, nations with elected public officials, multiple political parties and the like, are often associated with higher incomes. However, successful economic performance has been associated with authoritarian governments as well as democratic ones. There appears, then, to be little direct evidence to suggest that the more participant forms of democracy insure rapid economic growth. More likely there are common social and individual elements underlying transformation of political and economic institutions.

While democracy may neither be a prerequisite to nor a necessary outcome of modernization, several scholars note that the nature of modernization does appear to be supportive of democratic institutions. As the result of empirical inquiry, Adelman and Morris* conclude:

> It is reasonable to assume that before fully participant nation-wide democratic institutions can evolve, certain levels of mass communication, urbanization and literacy, for example, must be achieved and rationalist, positivist attitudes must be sufficiently diffused throughout the society.

This position is in keeping with the findings of a number of empirical studies including those of Daniel Lerner and other social scientists who study the communication process which suggest that modernization consists of a sequence of phases beginning with urbanization, followed in order by increased literacy and the spread of mass media. The latter phase, Lerner has argued, is a requisite for a democratic, participant political system.

Education fits into this process in a variety of ways. In itself it has become one measure of modernization and presumably undergirds development of the economy, polity and so forth. By way of example:

1. Education and Economic Growth

Like children with a new toy social scientists have uncovered all kinds of wondrous results from the educational process. Educational systems produce the skilled manpower and the new knowledge requisite for technological advancement and economic growth. Schools also inculcate pupils with discipline, attitudes and motivations requisite to the demands of industrialization. Human capital is more valuable than physical capital and we can give you the differential value in percentage points. Educated people produce more on the job, adjust more quickly to the demands for new skills and are more committed to their work. An investment in education becomes an investment in the health of the economy.

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* Irma Adelman and Cynthia Taft Morris. Society, Politics and Economic Development, P. 251

2. Education and Population Change

Not only does education directly generate economic growth, it also accomplishes miracles in other facets of society. Schooling curbs population growth because the better educated are more rational and see the folly of large families. Educated women want fewer children and have fewer children than uneducated women. (Also, out of obstinateness or rationality educated women marry later). In terms of migration even a little schooling makes the city, and the scent of higher education makes rural youth look to universities abroad. University training abroad seduces the student from the less developed nation into the abundant, carefree life of the rich nation—where he stays and, in spite of occasional conscience pangs, lives,

3. Education and Social Structure

Modernization means a more equitable spread of the wealth and an open social structure where the main constraint to an individual's upward mobility is lack of talent. The educational system promotes opportunity for the poor—it is the great leveler of society. Within the schools universalistic and achievement oriented teachers make rewards only on the basis of talent and once the talented are anointed with a diploma they are guaranteed success and respect in the greater sociery. Thus the obvious policy for poor nations is to expand rapidly enrollments and provide a longer period of compulsory education to maximize the school's influence.

4. Educational Planning

This story can not end without a reference to educational planning. Overwhelmed by the power and importance of education and impressed with the growth in our understanding of its complexities, we have succumbed to our own wisdom and advocate formal, elaborate, uncompromising planning. From the classroom to the national level we tabulate, project and attempt to mould the system that it may produce to its capability. The stacks of fat national educational plans lying in ministries of education all over the world represent the ultimate, if mute, tribute to our confidence.

This is, of course, but a capsule description of one of the most romantic tales of the Century. In this story the teacher, in spite of a certain snobbish denigration by the intelligentsia, emerges as a hero. The teacher is like the sculptor who promised that a figure of a lovely woman sat hidden in a block of marble and sure enough when he chipped away the outer husk that hid her, he showed her sitting there. He teaches the skills that fire the economic engine. He teaches the proper attitudes and values towards smaller families, the beauty of technology, the morality of equity, and so on. He is a secular, national—in a word, modern—model to be emulated. And if accomplishments in these directions aren't enough, he may stimulate directly the community as it attempts to lift itself to higher social and economic levels.

This is an attractive story with which you are all familiar. But do you find pieces of it a little embarrassing ? I do.

Critique of Model

In attempting a critique I would like to proceed at both a conceptual and an empirical level.

We have described modernization as a movement toward a more universalistic and achievement basis for norms and behaviour. An important focus has been the notion of differentiation—a process visible in all societal institutions. The development and applications of technology have been catalysts and consequences of differentiation. Some criticisms of this interpretation are now offered.

Much of the description of modernisation presented thus far draws heavily from the loosely knit movement in the social sciences known as structural functionalism. The efforts of American scholars associated with this conceptual frame, such as Talcott Parsons, Robert Merton, and Marion Levy, have been roundly criticized from a number of points of view in the past few years.

Many of the younger contemporary social scientists believe that Parsons, Merton et al. have been too concerned with equilibrium, order and orderly change and that too little attention has been given to conflict as initiator and consequence of change. The idea of differentiation suggests an evolutionary process which if not necessarily without tensions, at least represents change along predictable lines and even perhaps under central control.

To some of the scholars who view conflict and revolution as the mechanisms of change, focussing on differentiation means avoiding important questions. Social change and modernization result from the interaction of social groups and the exercise of political and economic power. Moreover, it is argued, concentration on these processes makes more visible the social problems and tensions which arise.

Some critics have further argued that such terms as universalism and achievement orientation smack of ethnocentricity. Are these necessary values for modernization or are they merely found in those existing societies we term "modern"? Indeed, are these concepts as well as the broader notion of modernization, but examples of our value ridden social sciences.

Others have questioned the level of commitment to such values and norms in the modern societies. For example, are rewards in the United States given more on the basis of achievement today than in the past? Certainly the educational level of a person in the USA has become an increasingly important criterion for employment.

But can this be equated to achievement orientation, or does it only further document that we have become a "credential society"?

Discussions of modernization in terms of evolutionary change toward utilization of universalistic and achievement criteria in the assessment of behavior especially incur the wrath of the more radical scholars and students, both Marxist and non-Marxist. These critics argue that the optimism engendered by such interpretation is unfounded and much of the assumed progress in modernizing societies is illusory. The good life, rather than being shared among increasing numbers in industrialized societies, remains restricted to a comparative few. Or, by way of slight modification, the fruits of technology and productivity are disseminated by the upper class (or power elite) only to the extent necessary to obstruct social upheaval. Evidence presented supporting this position includes:

(1) In a number of developing nations (perhaps Pakistan serves as one of the better examples), economists have demonstrated with aggregate data, that rapid advances are being made. Yet closer examination frequently indicates that a few families have greatly increased their wealth and power while the lives of the great masses of poor remain untouched.

(2) In the United States, some social scientists claim, an interlocking power elite functions through bureaucracy and through the military-industrial complex to keep the rich rich. The privilege and position of the elite are maintained through economic productivity, military power and even ideological machinations. Domhoff, for example, comments; "All power elite foundations institutes and associations are propaganda fronts which are involved in maintaining the legitimacy and respectability of the present establishment."*

As further evidence, one observer suggests that there has been no significant change in the distribution of the income and wealth in the United States during the 20th Century. Incomes have increased but the distribution of income has not become more equitable.**

(3) In Western Europe after decades of struggle led by liberal intellectuals, trade unionists and others, expansion of enrolments in the highly privileged secondary schools came about. Nevertheless, selection and promotion criteria being what they are, such expansion has benefited the poor comparatively little.

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* G. William Domhoff, The Higher Circles, New York: Vintage Book, 1971

** Gabriel Kolko Wealth and Power in America

(4) Education all too often then, is merely a form of cultural imperialism whereby an elite group reinforces its position and limits the opportunities of those from subordinate groups. This was true in the former European and American Colonies between colonizers and natives and is equally true between socia classes in contemporary societies.

As seen by the critics, the teacher, far from being the sculptor shaping a lovely new form, is a witting or unwitting pawn in a system that is at least slightly fraudulent. The teacher tells the students that if they accept his wares the world opens before them equally; but time proves this false. The teacher is not the impartial broker between innocent childhood and adult fulfillment, The teacher speaks for the superordinate society or, perhaps more narrowly, the "establishment". He may insist on regularity, routine and responsibility among his pupils but these are part of the technology of control which insures replication of social status.

The major difference between modern, industrial nations and traditional societies is that in the former power and status are less frequently inherited. Parents thus must find ways to confer on their chiidren what formerly was attained automatically through ascription. Education has become the institution that serves this purpose. Teachers and schools try perhaps to be fair (that is, see that the right people get credentials) yet in many societies they differentiate the level and kind of resources expanded on future workers, managers and so forth.

What then are the choices?

(1) Maintain the existing educational system but try to make it available to more persons.

(2) Maintain the existing system and rely on advanced technology to make the teacher and the school more efficient and effective.

(3) Destroy the system entirely. Redistribute its functions or allow them to evolve among other social institutions.

(4) Maintain a core system with limited functions (the teaching of production skills and ideology) but extend formal educational functions to the factory, farm and family.

(5) Permit the existing educational structure to continue but allow competition to develop between the cost and efficiency of public schools and private enterprise in performing similar tasks.

Clearly the role of the teacher varies remarkably under these choices. Any educational model places its own demands on the teacher. For those designing teacher education, these demands and their implicit assumptions must be the subject of analysis and debate within the given political, social and economic environment. Although this conclusion will not be elaborated here in any serious way a few observations can not be resisted.

Of the choices above, suppose in a given society number 2 or a combination of numbers 1 and 2 appear to be preferred, ... that is, to maintain the existing system but try to make it more available or more efficient. What then can be reasonably expected of the modern teacher? Clearly the ambitions expressed in the earlier model we presented are unrealistic given the internal and external constraints on the influence schools can have. But science is advancing in education, evolving new tools which the teacher may use for narrowly technocratic or for more fundamental humane ends. Here is but one direction which engenders optimism if the teacher will take advantage of it.

Something akin to a new pedagogy is emerging in a halting yet persistent manner. Central in this development is a different, more truly professional, relationship between teacher and student made possible by more adequate information about the pupils and their needs (a condition which brings us closer to the age-old goal of developing strategies to individualize institution). Added knowledge of the student generated by more effective multi-disciplinary and interdisciplinary research with wise use of current posibilities for processing of massive amounts of data may

(1) immediately lead to realization that the information which is currently the base of differentiation among students is unreliable; and

(2) ultimatey allow a differentiated pattern of institution where students learn from various methods as suggested by diagnosis of needs (A diagnosis in which both teacher and student participate).

This new direction need not imply accepting an analogy between learning and, say, the production of rolled steel where progress is monitored, prescription is automatic and evaluation is rigidly standardized. It could, of course, happen this way if certain educational psychologists and educational technologists have their way. Yet even the psychologists are beginning to shed their traditional image of their discipline as the last bastion of pure science and allow small doses of messy reality to enter into their purview.

The new pedagogy is supported by new management techniques which attempt to reduce the tedium of routine administration, to better relate school programs to budget, and to allow opportunities in foreseeing the future.

Schools and teachers must change, produce more; promise less, or educational systems as we have experienced them will disappear. Listen to the cadence resounding through the halls of our educational kingdom: *efficiency, cost effectiveness, accountability*. Listen to the cadence in the streets: *freedom, equality, opportunity New*. Depending upon the ear on which they fall these stirrings may be ugly or beautiful. Together, however, they sound the death knell of the latest romantic period in education. En route to becoming a hero the fickle world threatens to make the teacher a scapegoat, if not a villain. Yet assisted by science humanly applied and by role boundaries professionally set (that is, his tasks not defined by politicians or social reformers) teachers may achieve new status and respect. Less than a hero perhaps but more important for the future of our profession, he most assuredly will no longer be suspected of being fraudulent.

M. S. A. RAO

Modernization as a Process and Social Ideal

All the Asian countries are engaged in the task of nation building activities and in this context they are modernizing different areas of social life such as economic and political organisation, army, religion, leisure and education. No one disputes that modernization is a valid social ideal. However, what is contested is that modernization means merely copying the Western model. It is increasingly felt that each country should evolve its own model In keeping with her historical past, present needs and future aspirations.

Modernization can be treated at two different levels of analysis. Firstly, it is formulated as an abstract concept with universal applicability, and secondly it is used in analysing changes in concrete empirical reality. My perference is for the latter because it enables us to understand the concrete processes of social change that have come about in the cultural content and social organisation. While a preoccupation with modernization in the abstract lends us in semantic jugglery modernization defined in terms of a spatio-temporal situation gives rise to meaningful propositions which can be compared with similar propositions derived from another spatio-temporal situation.

In this paper I shall attempt to formulate some aspects of modernization of education with special reference to India, and I will keep the main interests of teacher educators in mind.

II

A striking feature of our age is the explosion in formal education. Mass education generates its own demands and has socio-economic consequences. There is a concerted effort in several countries to make primary education compulsory. In India various States have already gone ahead with this programme. On the one hand it requires more physical resources, and on the other there is a need for trained

teachers. In this context it is also necessary to emphasize the need for pre-school education, and the corresponding requirements for trained teachers. The advance that Japan has made in this regard is commendable. It is a pity that we have not yet realised the significance of pre-school and primary education. Modernization of education should start at this level and in this crucial period of child development. There is also scope for experiment and research in this area to evolve educational apparatus suited to different cultural and social conditions. Children should be made aware of their social and cultural surroundings besides developing their intellectual abilities.

Secondary school education has already become diversified in several countries to suit the needs of employment. It is necessary to stress that unless secondary education becomes much more diversified in India it will not serve the employment needs of the country. The chief bane of our educational system is that it is more linked up with white-collar jobs than with either self-employment or skilled manual work of a productive kind. Towards this end modernization of secondary school education must proceed if we have to catch up with economic development.

III

Education is related to upward social mobility processes in two ways : Firstly, it is a source of prestige and secondly, it provides the basis of employment. The second aspect of education from the economic point of view is vitally connected with manpower resources and perspective planning. From the view point of the people, education has both an economic and social value. Hence there is a clamour for education. Although Backward classes in India were far behind in realizing the significance of western education, they are catching up in this race with the upper castes and classes who were the first to exploit the benefits of English education. Backward classes exercise political power in many States and thus are able to enjoy educational facilities. Besides there are a large number of caste and sectarian associations, and individual educational trusts all over the country which run nets of educational Institutions.

The private enterprise in the field of education has varying degrees of impact on the quality of education imparted to students. While some schools maintain high standards, others have no standards. Many of the Government run institutions also reflect poor quality education. In such a situation maintenance of standards itself poses a problem, let alone the question of modernizing education. Any attempt at modernization should first think of stabilizing and maintaining whatever has been achieved so far. The contemporary situation in India reflects the two ends of the educational process—upshot of this is that modernized education has become

costly and the preserve of the rich. While the rich have access to high quality education the poor have now quality education. Thus the hierarchy of modernized educational institutions corresponds with the hierarchy of social stratification. There is then a selective process of education which shifts people according to their position in social stratification and makes them fit for their respective social circles. Any effort at modernization involves improving the standards of education in the masses.

IV

Education, besides acting as a channel of social mobility, is an effective means of social control. It regulates human behaviour and makes people adjust themselves to the changing conditions of our times. This function of education becomes all the more significant in countries which are engaged in the task of modernizing different areas of economic, political, social and cultural activities. Educational system acts as a feeder system training people to fill the various statuses or positions and roles in society. Under conditions of rapid social change not only more roles come into existence but also there is the problem of tackling conflicting value systems. Accordingly new demands are made on the educational system. For instance, one such demand is the sex education for the young. The need has arisen because of several factors. The interval between the age at marriage and attainment of physical maturity has increased, and there are many opportunities for the young boys and girls to come in closer contact. At the same time the traditional agencies of parental and community control have fallen into disuse. Under these circumstances the young needs to be educated in sex so that they become self-reliant and are able to face the life realizing their social responsibilities.

Another situation of conflicting value system is provided by what is generally known as the generation gap: the gap between the 'conservative' old and the 'liberal' young. The two groups are identified with the parents and the teachers on the one hand and the children and students on the other. The gap widens as the students get exposed to mass media communications of newspapers, radio and television, which convey the message of the buoyant youth as reflected in Mods and Hippi cultures of the west rebelling against the conventional and orthodox values. The students here are also seen protesting against conformist approaches in various disciplines, and decrying the futility of abstract models. They demand an educational system which is capable of finding answers to practical problems which concern the masses. This is certainly a state of confused norms, and under these circumstances the responsibility of the teachers to give proper guidance to the students becomes highly significant.

V

It is generally held that the teacher should assume the role of an agent of modernization in traditional societies. It is necessary to examine this proposition. Firstly, it has to be asked whether teachers have imbibed new values, assimilated them and have developed a proper outlook which they can impart to the students. In other words, are the teachers modernized? We do not have proper studies of the teachers to answer this question. It is necessary to point out that the category of school teachers is a highly heterogenous one in terms of religion, caste, class and states. They also reflect different degrees of modernization. Teachers in public schools and convents are generally more modernized in terms of their equipment to impart education than teachers in municipal schools. Teachers in urban areas are more aware of modern ways of training the young than their counterparts in rural areas. There is also differentiation in regard to degrees of professionalization, some being more committed to their roles than others. It should be noted that this profession attracts a large number of females as it has acquired social legitimacy. Social norms favour a woman, married or unmarried, to be a teacher in girls' school rather than a steno where she might come into close contact with a male boss.

Under such circumstances where the part played by teachers in the modernization process is somewhat uncertain, the responsibility of teacher-educators becomes all the more significant. A similar question may be asked here: Are the teacher-educators who train teachers and administer education modernized? Have they realized their responsibilities? Do they know the modern trends of research in various countries in different educational processes such as pedagogy, sociology of education, psychology of education and structural linguistics. These are questions relating to their sphere of professional competence. Over and above this, the teacher-educators ought to know the broad trends of socio-economic changes that are sweeping the nation and develop a proper sense of values in the face of problems that confront the country, such as communalism, casteism, regionalism, population control and sex education.

Karl Mannheim considered the intellectual elite as the spearhead of social reconstruction. Teacher-educators occupy a unique place, for they are the super elite; they train teachers who in turn train students, and administer the educational system. Needless to say that if the top is inefficient the bottom can not be otherwise. In this connection it is important to note that school teachers, more than the college teachers, are in possession of the formative period of children's mind. Hence more importance has to be given to a proper training of the school teachers. The State should also encourage to attract the best talent to this category. At present it is considered to be lowest in the hierarchy of professions.

VI

I will conclude by stressing the following points:—

1. The process of modernization is best understood with reference to the social and cultural contents and the changing values in any particular field of activity.

2. Process of modernization of education refers to a critical application of modern methods of imparting training to the students in respective areas with a view to increasing their technical competence. Education as a feeder system helps individuals to fill in appropriate roles. Since education is an agency of social control and acts as a means of promoting proper adjustments to situations of change, modernization of education has a wider connotation of moulding the minds of the young with a proper sense of values with a view to adapting them to the changed conditions of life and to making them good citizens of the country. Modernization of education becomes a necessary social ideal in this context.

3. It should be stressed that trained teachers are required at all levels of the educational system. The importance of pre-school teachers' training facilities needs to be stressed. Modernization of education should start from this level onwards. The educators should give primary attention to this aspect.

4. It can not be taken for granted that teachers perform the role of change agents. There should be an awareness of this dimension of their role playing and an effort should be made in this direction. The Government should increase the scales of pay of teachers to attract the best talents.

5. The responsibility of the teacher-educators is all the more significant as they produce the change agents. There is a necessity for them to become modernized by a critical adoption of modern trends of research pedagogy, and by widening their area of specialization to include sociology of education.

6. Since many Asian countries share common problems, it is desirable to have closer collaboration in the field of modernization of education.

S. SHUKLA

Socio-Economic Change and Teacher Education

1. The notes that follow have been written with special reference to India but within the broader background of Asia.

2. The major characteristic of Asian countries in the past quarter of a century has been the emergence of independent national states (with the exception of Thailand which never experienced foreign rule). This has been accompanied by a major drive towards sustained economic growth and consequently modernisation of society. The latter trend has emerged from two major influences, viz., cultural diffusion from the West as well as the example and challenge of Soviet Union and China. In the emergence of modern national societies there has been a deep search, too, for identity. Hence, ancient cultural sources have in varying degrees contributed to the development of modern national identity. The impact of these three sources on different social and demographic elements have not been uniform, thus, leading to some interesting implications for education in general and teacher education in particular.

3. Another major change worth notice is a trend, unfortunately not uniformly strong, in democratisation of the polity. Even in cases where formal political democracy has not taken firm root, democratisation of the society, a revolution of rising expectations leading to increased social mobility and demand for education are noticeable.

4. Before proceeding to examine the relation of socio-economic change to teacher education within this broad framework, it is useful to notice a major limitation of the socio-economic change in most of non-communist Asia. During the past quarter of a century, there has been vast enlargement of the sources of recruitment of the elite, vast numbers of individuals from peasantry or from among middle elements of the social structure, e.g., the peasant 'backward' castes of most Indian States, have tended to compete with and on occasion displace the former upper-caste urban groups from elite positions. This democratisation has, however, not extended down to the

bottom of the social scale. Thus, rural poor, landless and untouchables, etc., have yet to acquire adequate representation among the elite. Where the political process is free, they have found a place in the political structure. However, the acquisition of education and the social and intellectual skills required for technocratic elite positions have yet to reach optimum points. What is more, even where a few individuals of these groups have made good, spread of literacy and common schooling to vast masses of these groups as also the poor of other groups has been slow. Thus, the rise of literacy percentage in India has been 7% age points during the fifties and only 5% age points during the sixties. The gross figures for illiterates continue to rise not only in India but also in Asia as a whole, (700 million according to latest UNESCO reports). In Elementary education, drop-out rates continue to be of the order of 50% in the Group-B countries (Bangkok Asian Education Development Plan, 1965) and even higher in Group-A countries like Nepal, Cambodia and Laos. This applies particularly to elementary schooling and to lower socio-economic strata.

Social Mobility

5. The relationships of socio-economic change to teacher education are partly direct and partly through the system of general education. We notice these now seriatim. Historically, particularly in the Western, European social context teaching has been the career of the able but poor. Teacher education has been the main route of even general liberal education for this group. Over two or more generations, teacher education and teaching have served to move some of the ablest individuals in these groups into the political or intellectual elite of their, society. By contrast, many African and even same Asian countries have thrown up teachers into positions of political and administrative leadership in their societies. In Asian countries, taken as whole, however (with the passible exception of Ceylon having universal elementary schooling combined with a narrow apex of higher education until recently) we see two types of system of education. Where, as in India, education for university degrees has, in response to "democratisation" (as described above, para 4) been rather liberally provided, the ability as well as the socio-economic background of students in teacher education (and perhaps also of teachers-educators) has tended to go down. This has implications for the process of teacher preparation in the direction of greater emphasis on the elements of 'culture' as well as more active methods of education. In countries, where, as in Thailand and Malaysia, liberal higher education has not been subject to the same "democratic" pressures for expansion, recruitment to teacher education stands as relatively higher levels of the socio-economic scale.

Urbanisation and Agricultural Growth

6. Asian societies have given rise to larger urban population and to larger cities

than Western experience appeared to suggest. They remain at the same time, notwithstanding some major breakthroughs in agricultural technology (e.g., "green revolution"), primitively rural in many of their parts. Schooling—and so also teacher education—are thus faced with a wide range of challenges to which to respond. The metropolitan teacher education remains, unfortunately, in many cases still tied to the unimaginative procedures, discipiines and regime of an ancient era. Rural teacher education attempts to keep away from the heart of rural life—agriculture. If the two fulfilled their functions adequately, there world be a wide gulf between them challenging the concept of uniformity which is so firmly lodged in the Asian educational tradition. It is possible that the Agricultural Universities when they really link up with agricultural growth, will also like home-science extension take over rural teacher education. So might the metropolitan universities attempt to link up professional teacher education with general education for a degree.

Professionalisation of Teacher Education.

7. The latter cause has, however, at least in India been dealt a severe blow by the Education Commission's rejection of the four-year degree course when, in fact, it was justified only in rejecting the expensive four year Regional Colleges of Education. Essentially, however, the issue remains that the urban child will increasingly be taught by a university degree holder. If professional courses in teacher education, will not be built into this degree even in the major towns of over a million population, it will only mean under-educated teachers for common schools and nil in appropriate professional education for elementary or nursery schools of the elite. Teacher education will be extremely ostrichlike to ignore the chalienge and the opportunity afforded by urbanisation particularly metropolitan.

8. The emergence of big-city teacher education also involves the sacrifice of many a sacred cow in the folklore of teacher education, e.g., the totally residential programme, the authoritarian discipline of teacher training Institutions, the inability to interact on equal academic terms with the universities in their academic disciplines. The opportunity, in fact, is nothing short of genuine professionalisation of teaching. Like a major medical school using its hospital, the schools of education in big cities have to work not with a demonstration school but with a whole school complex where the faculty of the school of education provides professional service as well as develops professional expertise and related academic research. It is in Singapore that this prospect appears nearest realisation, provided hierachical divisions between primary and secondary teacher training and other bureaucratic errors do not soil the experience. But in India, too, the objective possibility exists in almost a dozen locations.

Status of Women.

9. Not all Asian societies give their women a very unequal status. But in all of them, women are coming into teaching in a big way. Their family responsibilities in most societies pull them back towards less demanding and challenging professional roles. This is more so in India on account of sex taboos unusual except in Muslim countries. We see, however, with modernisation an increasing alienation of elite women from school teaching and teacher education. But simultaneously a large influx from middle social groupings and below is coming in. As taboos against modern occupations such as secretarial, tourist and travel and commercial, administrative employments decline, teaching is left a less attractive trade. This perhaps calls for an intense effort to upgrade and raise the image of teacher education.

Impact of Industrialisation.

10. Industrialisation and commercial growth affect teacher education in a somewhat similar manner. In traditional societies like ours where learning was associated with the priest, brahmin, etc., the rise of the working and commercial classes and the consequent decline in relative status is a painful experience. This may in part explain the differing responses of teacher education in, for instance, North American and Asian societies. The onset of in industrial and urban society gave United States a "progressive" education, a John Dewey and a Teachers' College, Columbia University. Pragmatism was a product of teaching facing the industrial society head-on. In our case, we find the failure of Basic and other work-oriented educational programmes (and not only in India but also Indonesia, Ceylon, etc., as well). This is explained partly by the small magnitude of the industrial push relative to the size of the society and the economy. But it is explained, too, by the introverted and inward looking response of the teaching fraternity itself which patterns itself on the Brahmanic model. At best, it turns itself in the direction of the bureaucracy not on industry. There has therefore, been no cross fertilisation of industry (or agriculture) with schooling, or teacher education, at least not yet.

Foreign Models.

11. International experience has, in most Asian countries tended only to models, not always appropriate. Thus to the extent modernisation has taken the form of Westernisation in the Asian context. It has only meant for instance that Malayan Training Colleges should be, like the English, equally isolated from University as well as from agriculture in their own society. Teacher education, then, has mainly become a second route of higher education presumably of second quality. It is not an agent of social change except as an unintended consequence.

Influence of Teacher Education on Social Change.

12. The bulk of elementary teacher education is sufficiently routinised in its contents as well as *regime* to make very little impact on values or attitudes. At the graduate levels, teacher education appears to be more effective in this direction and is, thus, a paricipant in social change. It is of course, open to question how far these changes are a function of teacher education and how far of the socio-economic groups and personality types who came to teacher education. In any case, there is a substantial loss af trained teachers to other occupations, e.g., salesmanship, Government employment. Hence, the effectiveness of teacher education appears limited in so far as social change is concerned.

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DAULATBHAI DESAI

Socio-Economic Change and Teacher Education

In each age, the people have had their quarrels with their 'present' and it is out of these quarrels with the present that the future is shaped. Here are my few quarrels with the 'present' in teacher education.

Our present day classroom life is very much ritualistic than lively, quite padantic than romantic, quite verbose and inhibitive than permissive.

If we are preparing the pupils for tomorrow then it goes without saying that we are educating the teachers for tomorrow who would educate pupils for successful future life. This requires us to think of the image of a teacher who would meet the needs of educating a pupil for the next decade. Is he equipped properly with his communication system? Is he able to read a twinkle in the eyes of the pupils ? Is he innovative in his attitude ? Does he refresh himself with the day-to-day increase in the knowledge of his own subject? Is he able to value the human potential at his disposal?

Let each teacher education Institution shape its own image of a teacher of tomorrow and let it plan its objectives, syllabus, communication techniques, i.e., the entire programme.

The existing innovativeness in whatever form is arising out of the tendency for display value rather than the inherent value in the idea itself. This value manifests itself in the inflatory results of B.Ed. Degree Examinations.

We are at present more absorbed in saving the structure at the cost of human beings, more interested in the ritual of observing the lessons than studying communication behaviour af the trainess, more concerned with the tabulation of examination results than asking questions about the quality reflection in our results, more absorbed in passing out jargons than developing convictions in the minds of the trainees, more busy with teaching methods of teaching than actually trying them out by ourselves in our communication behaviour.

As a result, the trainees do what they are asked to do for the sake of fulfilling a requirement which does not go to help developing conviction or help his decision making.

Hardly the exciting results of various researches (such as Robert Rosenthal's "Pygmalion in the classroom") is communicated to him or hardly the change in the pupils that can occur, is shown or demonstrated to him. As a result, the trainee goes to the school, with a first class degree and gets lost in the rut of the school and whatever spark there is in him gets extinguished after a lapse of time.

Why is it so? It is because we have not properly studied, perceived and imagined the teacher of the future that we need. There is a wide gap between the type of teachers that the schools demand and the type of teachers that we supply. The gaps are many. There is a gap between the expectations of a pupil and our own teaching in the classroom, there is a gap between the present practices and the demands of the future, there is a gap between the socio-economic changes outside the classroom and the type of interaction taking place inside the classroom.

Let us recast and reframe our programmes in the Colleges on the basis of the Image of the teacher that we want to produce for future. Let us try to inspire the creative teacher before his intellectual flame gets extinguished in our routine and rituals. Let us try to demonstrate new communication skills in our classrooms which will kindle faith in their minds before the trainees get bored with our verbosity in describing numerous methods of teaching. Let us think af evaluation system which does more good than harm.

The pupils have a tremendous energy, will and power to learn. We asked some pupils to keep left hand side page for themselves. They could do anything with it. And look! Within fifteen days, they brought pictures, drew maps, time lines, pasted stamps and newspapers cuttings. The trainees who witnessed such a change in pupils got a conviction about this idea: the more you involve the students in the learning process and the more interactive situation you provide to them, the better they get identified with it and their learning leads to a change in them.

To sum up, there is a need for:

1) the teacher education Institutions to imbibe the spirit of Innovativeness to meet with the demand of the socio-economic changes,

2) that there is a need for visualizing and perceiving an Image of the future teacher and the competencies required in him and planning our training programmes accordingly,

3) that there is a need for minimising the regimentation, and ritualistic tendencies and devising our communication behaviour which would rear up creativity,

4) there is a need for showing utmost concern for the human potential at our disposal in training colleges and in classrooms.

D. D. TEWARI

Teacher Education and Socio-economic change

It is necessary to have an over-view of the socio-economic changes that have taken place particularly during the last 25 years or so, i.e., during the post-independence period. It will then, be possible for us to examine how far teacher education or education as such has kept pace with the times or to what extent it should preserve its original character without following blindly the winds of change. I believe that the function of education is not merely to adjust to the changing times but also to subserve the perennial interests of mankind and resistance to change, when it is just for the sake of it. Further, the function of education is not merely negative but positive too and it may often be necessary to create new values which may go beyond the immediate changes that are taking place in society. To illustrate the point, though American society is highly technological there is an urge within the educational system and also outside to look to deeper human values and the younger generation has already launched a world-wide movement for creating a more humanistic society.

The first important change that has taken place in India is in the structure of the family. Family in the past played an important role in the education of the child. Today, this age-old institution is under stress. The factors that are responsible for this are:

(i) fast mobility—it is difficult to find families living at one and the same place even during one generation. The family sense grows weaker and weaker due to this mobility.

(ii) Loosening of family bonds even the bonds between the father and the child or the mother and the child do not grow stronger. Bonds between husband and wife are not the same as they were two decades ago. Working men and women find little time for what we may call the human aspect of their relationship. It is said that scientific developments and technology provide more leisure to mankind and

there is a demand for a three-day or four-day working week. Five-day working weeks is of course a common feature in most of the advanced countries. We have read with interest that Mysore State in our country has taken the lead in this matter. But this question, if examined in greater detail, will convince us that those who are working, have little leisure and man and woman on working days pass their time in terrific speed and great tension. For example, what about the young man or woman who falls in line to catch the bus in order to reach the place of work or back home and has to wait for one to two hours every morning and evening. This may also be a matter for industrial psychologists to study whether shorter hours each day in a six -day working week will be better or condensing the period of work and tension within three or four days and leaving free time rest of the week will be more desirable.

(iii) Men and women have loyalities beyond the family particularly through their professional work.

The child of today, therefore, grows without much of parental affection and care. Teacher education has got to take note of the fact that cooperation or contribution of the family in the development of the child is not available in the same way as it used to be in the past and the outlook of teacher has to be changed accordingly.

The other important change is in regard to the economic life of the country. In the Third Plan it was estimated that the national income will rise by 5 p.c. (Fourth Five Year Plan, P.3) but this target could not be achieved for various reasons—population explosion, external aggression and drought. In the Fourth Plan period, it is estimated that the national income wil rise by 5.5 p.c. (Fourth Five Year Plan, P.61) but the rate of growth is rather slow. This is the situation in most of the Asian countries except Japan. The main point of emphasis here is that with the slow rate of growth, education cannot claim to get a better deal and naturally teacher education programmes will also suffer. Teacher education programmes, therefore, cannot be patterned on the lines of those which are in vogue in progressive countries.

Thirdly, explosion of knowledge is one of the major important phenomena of the sixties. This has led to an extreme form of specialisation. It has created great impact on education and the entire educational process has become subject-oriented. From child-centred education we have shifted to subject-centred education and one does not know whether this is a forward or a backward step. Psychology has also been called in to support the thesis that anything can be taught to any child at any time (Bruner, Jerome, S., The Process of Education, P. 33). Teacher-educators and educators in general have to study this problem seriously and see if we are not subjecting the child to the tyranny of an inflated and over-loaded curriculum.

Fourthly, population explosion is another striking phenomena of the sixties. Although the rate of growth has been increasing grodually but it was generally in the sixties that this problem assumed alarming proportions. There has been an effort on the part of the knowledgeable persons and institutions to include population studies as one of the subjects in the school curricula. This is a matter that requires close examination.

Fifthly, another phenomenon of the sixties is the pollution of environment and schools have started teaching about it in many countries as if the problem of pollution would be solved by this process. Actually it is an economic question and more fundamentally speaking, a question of values, i.e., to what extent we want technology to help us live comfortably.

Another important change is the emergence of the technological society. In some of the Asian countries and many countries of the West, technology has influenced education in many ways. Radio and television are now running Open Air Universities in U. S. A., U. K., West Germany, etc. Not only this, computerised instruction is being tried in a number of places in U. S. A. This is an interesting phenomenon. 'Instruction' has taken the place of 'Education' and education has been reduced to merely imparting skill and "passing on of information". Computer specialists say that the talk of 'personal contact' in education is antiquarian. According to them in this age of technology it is not even necessary to see a person face to face in order to transmit some knowledge, and distance is no hindrance. These days performance contracting in education is another principle of the industrial technology which has been introduced in education. If the present technological invasion continues at this rate, soon we may have to close our schools and teacher education institutions. But I am sure this is not going to happen: The question is: What is the meaning and aim of education and does technology subserve that aim? If so, to what extent ? This question needs to be asked particularly in a country like ours. We have to accept the benefits of technology in education with caution. I am tempted to quote Gunnar Myrdal (The challenge of world poverty, P. 42) who advises as follows:

"The onslaught of modernisation from outside, without the gradual transition once experienced by the developed countries, leads to a situation where elements of modernism become sprinkled throughout a society in which many conditions have remained the same for centuries".

Lastly, it may be added that an important feature of change is the rising cost of education. It is but natural that the cost should rise. That is the index of progress. But why should the standards of education fall with the rise in the cost of education, is nobody's concern. It is true that large funds have been consumed for the expansion of educational facilities particularly in the developing or under-developed countries

but quite a good deal of expenditure has been incurred both here as also elsewhere for qualitative improvement but with insignificant results. Strangely enough, there is nothing more elusive than what goes by the term 'quality'.

Having had an over-view of socio-economic changes, it is easier to think of teacher education in the context of socio-economic change. But before going to the main question it is essential that we understand what we mean by education.

The meaning of education must be understood in terms of values that we wish to preserve and the kind of life that we wish to live. What kind of society do we actually want to build? Do we want a cooperative society or a competitive one? Do we wish to live in peace or do we want to be in a perpetual state of war? Do we believe in the dignity of the individual and treat him as an end in himself with sufficient freedom to live a fuller life or do we just think of him as a part of the social machine which he merely subserves? Do we subscribe to the view that standards do not rise simply by increasing our wants and unrestrained fulfilment of our desires and that there is some kind of happiness in restraining our wants and living according to the minimum that we need? It may be stated here that a man may not in reality either want a car or need it but he is forced by vested interests to have a car otherwise the automobile industrial plants will have to be closed down.

The answers to these questions will ultimately decide what meaning we wish to attach to education. Education today trains people for competition rather than cooperation. The system of examination turns the school into a race-course for careers. There exists a higher stratum and a lower stratum in the society. In the schools and colleges the students compete for getting into the higher stratum. Education thus serves the vested interests of the dominant classes. Ironically enough this competition is not regarded as anything undesirable. On the other hand it is taken to be natural and accepted as a *sine qua non* of progress.

By and large, people wish to live in peace. But education with emphasis on narrow patriotism provides the psychological background for war and its huge establishments in the name of science and research make preparations for war. The editorial comment in the Northern India Patrika of June 9, 1971 on the recent success of Russia in establishing the first cosmodrom in space is quite revealing.

"Before the blast off, Commander Dobrovolsky of the Mission claimed that the experiment to utilise outer space was devoted to peaceful purpose. Yet not everyone may be inclined to accept the claim at its face value. The reactions in the United States following the flight of Soyuz 10 suggested that space stations could become dangerous military bases and that their construction by individual countries should not be permitted and also that they should be placed under international control. The

Americans however were not alone in harbouring such suspicion. The question was raised with unusual frankness in a radio comment from Yugoslavia. Is Russia experimenting with a missile base in space? The commentator sought to elucidate the point by recalling that it was a sad dispensation of fate that science developed most vigorously during war or during preparations for war".

It has been said that education, just as society, has both individual and social aims. It is doubtful that education fulfils the individual aims in any real sense of the term and since it does not fulfil the individual aim the direction towards social aim also gets upset and naturally in many countries education does not improve production and even prosperous nations are faced with the problem of millions of youth loitering on the streets without any jobs.

Then education trains our youth in increasing their wants as this is an index of higher living standards. While no one will be against seeking a necessary minimum standard of living in the form of shelter, food and clothing, it seems that the common man is compelled to spend more on the non-essentials than on the essentials of life.

Above all, it seems that our total life in controlled by the vested interests of the few. The use of antomobiles and establishment of heavy industrial plants resulting in so much of pollution of the environment as to threaten the very survival of mankind is an example of this tragic phenomenon.

Teacher Education

We can now take up the question of teacher education in the context of what has been discussed before. In this country there has been little change in education except for some tinkering here and there. There has been an effort here to make some innovation in teacher education and four-year courses were started in the Regional Colleges at Ajmer, Bhuvaneshwar, Mysore and Bhopal but they have not succeeded The reason was that something was transplanted from outside without taking note of the climate and soil of the country. On account of the socio-economic pressure these colleges are now mostly functioning on traditional structure and also catering for specialist teachers.

One of the major problems in teacher education in this country has been the deteriorating quality of intake. The reason is obvious. More qualified candidates go to more lucrative professions and the residuee comes to the teaching profession. The task of improving the economic status or salary of teachers is stupendous. The utility of education through educational institutions is doubtful. Under the circumstances

it does not seem possible that in the near future investment in education will rise substantially to meet our requirements or that more qualified persons may be coming forth. Though it is true that with the turnover of a large number of educated youth, even graduates are working in primary schools but their frustration offsets the possible advantages.

Secondly, in recent years, the undeveloped or developing countries have taken up large scale programme of expansion. The Karachi Plan (1959) envisaged seven years' universal education by 1980. The goal seems to be far off though countries like Malaysia, Ceylon, Philippines are well near achievement. The quality of teacher education has suffered in the sense that on account of big expansion programmes large numbers were admitted in the teacher education institutions without the necessary staff, equipment, furniture, etc., having been made available. Our country lacks sophisticated communication media but correspondence, sandwich and in-service courses have been launched to make up the shortage of trained man-power. That is why an eminent writer says that 'the classification of teachers as 'trained' has to be viewed with suspicion. Most of them, particularly in the poorer countries, are not well trained in any sense of the term.'

Thirdly, there is the usual controversy over the curriculum between pedagogy and the knowledge of the particular school subjects or disciplines to be imparted during the training period. There are those who consider it more important to let the student-teachers know the methodology of teaching while there are others who want that the knowledge of the school subjects or disciplines should recieve equal emphasis because they feel that unless the teacher knows 'what to teach' the point 'how to teach' is irrelevant.

Fourthly, there have been certain pressures for including population education in the teacher education programmes. It may be stated here that the duration of one year for B. Ed. /B.T. programmes is not at all enough even to do justice to what already exists in the curriculum and any addition to the syllabus without extending the duration is bound to have an adverse effect on other equally essential areas.

Fifthly, there has been a lot of talk in this country and elsewhere regarding the methods of teaching. We have started talking of technology of teaching in place of methodology because we always go by fashions prevalent in other countries. In this country the radio has been used to some extent in conducting programmes for schools but their impact is negligible. Television is just trying to find its place and deserves hardly any mention at the moment. Computer instruction is another dimension of the technology of teaching in some parts of the world. The computer has gone to the

classrooms on the plea of individualisation of instruction. In order to make the position of computer education clear, specially to those who feel more enthusiastic about it from time to time, it is worthwhile to quote from the journal *Review of Education*, Vol. 41 No. 1, February, 1971:

"The computer was viewed as the means by which the in vogue concepts of programmed institution could be implemented (Coulson 1962). Unfortunately, this early conceptualization of CAI grossly under-estimated both the complexity of the learning process and the level of computer-related equipment necessary for wide scale implementation of CAI. As a result, many CAI systems were developed, but most demonstrated only the feasibility of CAI, not its practicability. Currently, the initial flush of enthusiasm for CAI has subsided and a relatively small number of research groups are engaged in the laborious task of transferring CAI from the laboratory to the classroom. The best known of these CAI systems is the one at Stanford (Suppes, 1966). It is representative of what can be done in this area with present technology."

Sixthly, the movement for programmed Instruction has got some ground in this country. In one of the experiments carried out at my Institute it was found that programmed Instruction has certain advantages insofar as it gives insight to the student-teachers into the complexities of the learning process and their relationship to a detailed analysis of the content of knowledge or skill to be imparted. To make use of programmed instruction for children on a large scale is still a dream and will continue to be so for a long time in this country as the cost is almost prohibitive.

Seventhly, of late, the idea of comprehensive schools is gaining ground especialy in England. This implies education for children of different abiiities, class, status, etc., under the same roof. This places new demands on teacher education as the teacher has to deal with children of different abilities. In this country, however, most of the schools are comprehensive and teachers have been and still use the 'chalk and talk' or lecture method for transmitting knowledge or skill. In U. S. A. there has been a massive programme for Indivisualised pupil Instruction (IPI) which includes the use of programmed text-books, self-teaching devices and computerised institution. We in this country have to think of unsophisticated and inexpensive devices to individualise 'education' and not 'instruction' as far as possible.

Eighthly, another trend in the school and university education is the idea of open schools or schools without walls or open air university. Teacher education needs to have a fresh look for meeting these challenges. Though education is being made compulsory at the secondary stage or is being extended in duration where it is already compulsory, statistics show that about 50% of children do not wish to remain

in school because the school offers no useful courses for them. Will education or teacher education do something about it?

Ninthly, teacher education mostly caters to the needs of general education. Needs of teachers for vocational or technical or special courses, have been neglected to a great extent. There are a large number of areas in school education for which there is hardly any teacher preparation programme. It is true that some special colleges have been established here and there but they hardly serve the purpose. Moreover, the utility of these special teacher education institutions is set at naught because the service-conditions are unsatisfactory and employment possibilities for such teachers are not very attractive.

Tenthly, teacher education so far has been more or less an isolated formal course and just as education remains isolated from life so does teacher education remain aloof from schools. Teacher education institutions suffer from superiority complex and the schools in turn look upon teacher education institutions with distrust. This situation calls for serious self-analysis. Actually we should determine our courses looking to the needs of our consumers, i.e., the schools.

Another important point that I would like to make is that teacher education institutions take note of the poverty of the country. The India Education Commission (1964-1966) has pleaded for launching work-experience programmes. Mahatma Gandhi as early as 1937 pleaded for productive work in the educational institutions. It seems to me that the student-teachers should be given some experience of productive work so that when they go out they carry with them the message of dignity of manual labour and self-sufficiency to some extent, in accordance with Gandhian Philosophy.

Lastly, one of the points that strikes me often is that gradually there has been rigid stratification in education into primary, junior high and senior high or higher secondary. To me this stratification has no basis, psychological or otherwise. The stratification is reflected further in irrational differences in salary and emoluments creating status differences even in the teaching profession. What exactly is the difference in teaching class V of Primary stage and class VI of the junior high stage or class IX of the higher secondary stage and if there is some difference does that justify any rigid stratification? The point is that we have failed to take an integral view of education and, therefore, we look at the primary, junior high, secondary and university education from different elevations.

To conclude, teacher education programmes cannot be improved unless the teaching profession is made as attractive as are other professions with comparable qualifications. The duration of the training period needs to be extended to two years to prepare teachers for multifarious responsibilities that they have to come across as practising teachers. For example, guidance and knowledge of techniques of evaluation, use of mechanical and non-mechanical devices require great attention. However, teacher education can have little impact unless education itself is subjected to radical reform. I am not one of those who believe that education must follow the socio-economic change. Instead education has also the responsibility to change socio-economic situation if the same does not conform to the values or ideals that are dear to our heart.

S. P. AHLUWALIA

Modernization in India and the Role of Teacher Education

The present paper is an attempt (i) to define *Modernization*, (ii) to describe the process, promise, and performance of modernization in India, (iii) to highlight the role of education, specially *Teacher Education*, in modernization in India, and (iv) to suggest methods and measures of reconstructing teacher education for accelerating the process of modernization in India.

I

Two of the most engaging issues of current and contemporarily sociological discussion are *Social Change* and *Modernization*. To be precise, modernization began with the Western society, specially the European. But the material and psychological conditions it created, have made modernization a world process which is operating practically in every country. The process of modernization has received a fillip world-over, particularly since the second world war and the post-war emergence of a large number of countries as independent states. It needs little reiteration that modernization in the shortest possible time is the prime need and cherished goal of the developing Asian, African, and Latin American countries today.

The rate or speed of modernization is not necessarily the same in different sectors of society because of the peculiar character of each sector. It is but natural that some sectors are more amiable or open to modernization than others. Furthermore, it is obvious that modernization of one sector, say economic or political, may produce a chain reaction resulting in the modernization of other sectors as well. The over-all rate of modernization, largely, depends upon three factors. These are: (i) the relative strength of modernizing influences as opposed to the forces against modernization; (ii) the degree of exposure to modernizing influences; and (iii) the number of people exposed to these influences.

Before we proceed further, it is relevant to define the term "modernism" and "modernization." Modernism, it is evident, refers to a mental approach, an attitude, which seeks to subordinate the old, the traditional, to the novel, adjusting the former to the pressing requirements of the latter. It need be remembered that this attitude does not necessarily lead to revolutionary consequences; it may also lead to conservatism. Sociologically speaking, Modernism was a European intellectual movement of the last decade of the nineteenth and the first decade of the 20th century. To be brief, its sole intention was reinterpretation of traditional Catholic theology in terms of the nineteenth century philosophical, historical, scientific and psychological ideas and ideals. But now the term modernism has become broad and it refers to the out-look and movement which stresses freedom as a method and policy in government, as an organising principle in society, and as a way of life for the individual and community. In brief, modernism implies breaking up of feudal bonds, monarchical, Church authority, and aristocratic privileges. And *modernization,* succinctly stated, refers to the process of spreading modernism.

When we speak of modernization, what do we mean? It is imperative to raise this point because the word is often used loosely both by its advocates and its detractors. For the definition of *modernization* we may accept the concepts proposed by Max Weber and further elaborated by Benjamin Schwartz. According to Schwartz[1] "modernization involves the systematic, sustained and purposeful application of human energies to the 'rational' control of man's physical and social environment for various human purposes."

Modernization, it may be pointed out, is a multidimensional phenomenon. As a process[2] it is made up of many sub-processes. These dimensions and sub-processes are economic, political, social and cultural. Each dimension has its own indices of modernization which often, but not necessarily, occur simultaneously. As applied to education, the modernization involves a similar procedure for the purpose of effective learning process and the realization of educational goals envisaged by the State and Society.[3]

In short, modernization means essentially the creation of an objective and scientific mind so far as the individual is concerned. It also envisages the incorporation into society and its methods of production the contributions made by the development of science and technology. Modernization[4] does not rely on an uncritical imitation of everything that has been done in the technologically advanced countries of the West. It does not mean indulging in feats of mimickry — copying social ways, sense of values, and patterns of human relationships of the Westerners, specially the Yankees. It enjoins upon us the serious responsibility of making a

discriminate selection between what is worthy and what is unsuitable in a particular context and a specific situation.

II.

Change is a law of life. Every organism, including a nation, must adapt to a changing environment or die. Many changes are indeed occuring in India today Even a casual look on the country-side may convince one of this fact.

To be true, important changes[5] occured during the British rule, changes which were qualitatively different from those which had occured previously in Indian history. The Industrial Revolution of the West and the scientific spirit which gave rise to it, may be considered as a major motivating force for initiating the process of modernization in India. The introduction of railways, steamships, telegraph, printing and efficient armaments enabled Britishers to integrate India politically. Initiation of Indians to the English language opened the flood-doors of modern knowledge. In addition the introduction of British Law and judicial processes gave rise to new legal and political values that had potentiality for profound change in the Indian social structure. To put it briefly, British rule set in motion a process of modernization that started undermining eventually the foundations of traditional Indian society and broad contours, though hazy, of a new type of society began emerging. The advent of Independence in 1947 and promulgation of the Indian Constitution in 1950 gave a strong and steady fillip to this process of modernization. During the last twenty four years of freedom this process has, perhaps, gained tempo and momentum. Under the "Socialist" leadership of Mrs. Indira Gandhi, the Prime Minister of India, India is slowly and steadily marching ahead on the path of modernization.

There are two types of changes which are visible : (i) changes which are initiated and introduced by the Government—Union or State, and (ii) changes which have come without government sponsorship, and usually, over a long period of time.

Some notable acheivements of which we can be reasonably proud are: the dissolution of over 650 princedoms and their merger in the Indian Union: the introduction of adult franchise; the "abolition" of untouchability as a constitutional measure; the abolition of zaminadari system and the reform of land tenures; the introduction of schemes of planned development (e.g., Five Year Plans); the experiments in democratic decentralization (e.g., Panchayati Raj and the like); the introduction of a variety of welfare measures (e.g: Prohibition Programme, Family Planning Programme, and Community Development Programme — "a radical scheme of modernization") the Nationalization of Banks; the attempt at abolition of Privy Purses; and popularization of mass-media (e.g., Radio, Television, Documentary

films and so on). In short, since independence there has been a spate of legislation affecting the lives of Indian citizens. However, it needs be remembered that a legislative measure may be effective, another may not be so effective, and some may have quite differents effects from that which authorities intend to have. Further more, if legislation is ahead of public opinion, the law may not mirror the sentiments of the people. Whatever may be the failings[6] of these legislative and allied measures they do indicate that changes of a far-reaching character are occuring among the peasantry and the urban masses.

As a natural consequence of this, a sea-change appears to have come about in the minds of Indian intellectuals, elite and masses. An average Indian is now more "active" and "this-worldly". His blind orthodox faith in *"Bhagya"*, *"Maya"* and *"Moksha"* has been partly shaken; in some individuals it may have been totally eroded. An Indian now realizes that poverty, epidemics and allied hardships are not inevitable and these can be wiped out with necessary determination, discipline, and effort. The fervour of nationalism and desire for building a strong, prosperous, egalitarian, science-minded, and freedom-loving India have made young man of India catalysts of modernization and social change. Strangely enough, the craze for gadgetry is fast becoming a feature of all sections of Indian society including the poor in the rural areas. The Indian movies, bicycles (a two-wheeled vehicle, a poorman's "automobile"), and radio-transistors have accelerated this process of modernization to a tremendous extent.

Modernization holds the key to social progress. There is an imperative need to accelerate the process of modernization for achieving the ideal of social democracy and a "Welfare State". Modernization alone can promise substantial realization of our dream. How far we succeed in transforming the dream into a reality will be determined by our performance.

III.

Nobody can deny the importance of human factor in *modernization* as modernization is a compound of men and resources. Education, undoubtedly, is of immense importance both as an object of an immediate consumption and as a form of investment for future economic development. An industrial society, it is now recognized, requires more rationality, punctuality and discipline than agricultural society. Education of the masses, hence, is an essential requirement to effect this transition. Education, it need be remembered, can be instrumental in: (i) awakening the masses from the deep slumber of 'pathetic' contentmant with the present lot; (ii) filling them with aspiration and hope for a better life; (iii) helping them get out of tradition, dogma and superstition; (iv) enthusing them with a zeal to change their

environments; and (v) improving their living standards. Recent studies have shown that Education can be utilized as a powerful means to develop in the masses certain positive attitudes such as scientific curiosity, diligence, objective thinking, rational behaviour, thrift and the like which strengthen the process of socio-economic transformation. Studies in attitude-formation and change have revealed that Education can be used as an instrument for accelerating the process of modernization.

Improvement in the general level of education may increase geograpical, occupational, and industrial mobility of the labour force which may result in inter-sectoral and inter-regional flow of knowledgeable manpower. Such a healthy flow of labour force is of fundamental importance in a modernizing society. Furthermore, education may help in exploring and developing potential talent and, thus, ultimately may prepare teaching and research personnel needs for sustained growth and development of the economy.

It is quite distressing to note that out of the total illiterate population of the world which is estimated to be about 700 millions, the share of India is about 263 millions, i.e., about 37% of the world's illiterate poplulation resides in India. Illiteracy and lack of proper knowledge are serious drags on the economic and social development of the country. Lack of education causes lack of proper understanding of the issues involved and this results in slowing down the pace of modernization.

In India the role of education in modernization has been, perhaps, gradually recognized. "Education," it was reiterated in the First Five Year Plan[7], "is of basic importance in the planned development of a nation. The educational machinery will have to be geared for the specific tasks which the nation sets itself through the Plan so as to make available in the various fields personnel of suitable quality at the required rate." Further on, it stated, "The educational system has also an intimate bearing on the attainment of the general objectives of the Plan in as much as, it largely determines the quality of manpower and social climate of the community."[8]

The Second Plan[9] aimed at accelerating "the insititutional changes needed to make the economy more progressive." It claimed that "the most important single factor in promoting economic development is the community's readiness to develop and apply modern technology to processes of production".[10] It foresaw that "the carrying through of these new programmes will entail, besides the financial investment required, a great deal of strengthening the organizational and administrative personnel available to government".[11] "The system of education", it admitted,[12] has a determining influence on the rate at which economic progress is acheived and the benefits which can be derived from it".

Likewise, the Third Plan[13] stated that "from now on in all branches of national life, education becomes the focal point of planned development". The Fourth Plan[14] while pointing out that education as an investment in human resources plays an important role among the factors which contribute to economic growth, unequivocally stated that "both for accelarating economic development and for improving the quality of the society which we are trying to create, it is essential that planning should establish a firm and purposive link between education and development."

These official pronouncements and exhortations carry us nowhere. Any programme of improving education necessitates improvement of programmes of teacher preparation. It needs no elaboration that teacher occupies a pivotal position in any scheme of educational reconstruction. There is an evident need to strengthen the programmes of Teacher Education. It is well-said : "As is the school; so is the nation. As is the teacher so is the school."

The deep-seated aspiration of the indian leaders to overcome the gap between their own predominantly traditional society and the more modern nations of the technologically developed world has, perhaps, created some pressure for modernizing school programmes in general, and teacher education programmes in particular. The Indian leaders, often without paying any thought to the suitability of the inherited system of education (i.e., pre-1947) to the process of modernization, only plead that education should pay more attention than it did under colonial rule to local life, aspirations, culture, and values. It is mere travesty of fate that no political leader, economic planner or educational thinker in India has seriously raised the question of what kind of education would a traditional society like India need to become modern. Mahatma Gandhi, popularly known as "Bapu", did present a scheme of educational reconstruction and social transformation which degenerated into a "farce" and a "fraud" due to, perhaps, political manoeuvring and manipulation by its protagonists and practitioners. *The India Education Commission Report of 1966,* popularly known as the Kothari Report[15] has talked about modenization and social change but falters at almost every step and fails to suggest a characteristically Indian solution to the problem of radically overhauling the inherited British system of education. It indulges in platitudes too often and recommends measures which lack imagination, creativity and realism.

To be true, we cannot overlook the dilemma of modernisation as it must be faced by the "traditional" man and woman in India. It needs be remembered that education and teacher education in particular survive the transition without violence, blind despair, or chaos. Creative teachers alone can pave the way for peaceful transformation of the society.

IV

"Modernization process", it is evident, "is essentially an educational process, if it is to take place with a maximum of freedom and a minimum of coercion."[16] Teacher education, to be precise, is a strategic factor in assisting the fundamental changes by which traditional societies become modern societies.

Some steps that may prove useful in modernizing teacher education in India are :

i) Strengthening of existing institutions that prepare teachers :

It is desired that the number of small, weak and isolated training institutions should be reduced. An attempt be made to have fewer, larger, stronger and more diversified teachers' colleges. It is a good augury that in India institutions formerly known as "Teacher Training Colleges" have now been redesignated as "Colleges of Education' 'but mere change in name is not enough. By changing a signpost, the environment and the climate of the institution is not necessarily changed. Most of them, it is sad to note, still continue to be a poor specimen of an educational institution ! It appears justifiable that these colleges be upgraded into comprehensive institutions of teacher-preparation. Attempts be made to enrich and enlighten their staff with new professional knowledge and technical skills. The questions of (i) raising admission requirements for a teaching certificate, diploma or degree, and (ii) lengthening the courses of study of teacher-preparation may be taken up later after conducting thoroughgoing experimental probes into our needs and priorities.

ii) Improving staff-members of Teachers' Colleges :

Teacher-education have to play an important role in accelerating the process of modernization. They are : (i) sound academic background, preferably capped with a Ph. D. degree in Education, (ii) thorough grounding in pedagogical methods, preferably at least a good second class in Theory and Practice at the B. Ed. level; and (iii) a basic understanding of the political, economic, psychological and cultural role of education in the modernization process as it manifests itself in India and in other parts of the world. There is need to identify and introduce improved procedures of teacher-selection and preparation. The recruitment and selection of teacher-educators should become increasingly scientific and systematic.

iii) Enriching the curricula of Teachers' Colleges :

Education is a new discipline in India. Though the Bachelor of Teaching course was first introduced by the Calcutta University around 1915 and the Master of Education programme by the Bombay University in 1936 the curricula and courses of

study have remained, perhaps, almost static, unchanged, and often out of tune with the needs of the changing times. To be true, changes in curriculum, in methods of teaching and examining, in college organization and in college buildings, are all interrelated—and, they reinforce each other. There is, hence, a need (i) to improve the curriculum, (ii) to diversify the courses of study, (iii) to raise the academic quality, and (iv) to highlight the relevance of curriculum to the modernization process.

An attempt be made to make the syllabus of teacher education science-based so that a teacher-educator not only obtains a correct understanding of scientific facts and principles but also cultivates a scientific mind. Such a step may create a climate of opinion in India for finding solutions to social and economic problems scientifically —in a detached and objective way.

Further on, there is need to revise and rewrite textbooks particularly in history and languages, by eliminating material that is (i) out of date. and (ii) unacceptable from the pedagogical view-point.

iv) Changing the Organizational structure of teachers' colleges and university departments of education :

The conventional organization of a teachers' college according to the usual academic disciplines, such as Psychology Room, Teaching of English Room, Geography Teaching Room and so on, appears to be outdated and obsolete. An attempt be made to develop "Schools of Education" having instructional departments according to major problems of education in the modernization process, e.g., Department of Rural Development, Department of Urban Studies, Department of Educational Technology and Innovation, Department of Management Education and so on. In addition, we may have teaching units such as Departments of Foundations of Education, Department of Adult and Continuing Education, Department of School Education, Department of Higher Education and the like.

It is fairly disheartening that in India some university departments of education still cling to performing the old, routine, and backneyed teacher-training function. They have perhaps, not cared to strengthen *Education* as an elective subject at the undergraduate level and to start M. A. courses in *Education* at the postgraduate level. As a natural consequence of this, the Ph. D. programme in education has remained weak. There is an imperative need to enrich the theory of Education so that it becomes a scientific discipline in its own right.

In the context of modernization, hence, teachers' colleges and university departments of education have to face a formidable challenge. The twentieth century, evidently enough, is an age of specialization and demands proper division of labour. There is no fun in dissipating our limited energy and wasting our scarce resources. It is, hence, desired that the University departments of education should make concerted efforts to develop themselves into nurseries of advanced educational research and the teachers' colleges may try to acheive excellence in the field of teacher-preparation. Both of them need grow as cooperating partners and may not compete as silly rivals.

v) Equipping prospective teachers :

Poor teacher—Poor School—Poor Nation !

The prospective teachers, i.e., student teachers hold the key to the future of any country as they will be charged with the responsibility of shaping the destiny of school children—our citizens of tomorrow. They, hence, need be equipped appropriately and adequately to face the challenge of the changed time. They may be trained as "generalists" in the modernization process and as specialists in their field of academic teaching. They should be given not only (i) a clear picture of India's past but also (ii) its traditional society, (iii) its aspirations for modernity, (iv) the beliefs, values, attitudes and behaviour patterns of its people; (v) the problems that it faces, (vi) and its role in the world of nations. Such an enriched programme of teacher preparation will make them catalysts in the modernizing process. To make them socially aware stress be laid on courses in social foundations or bases of education. To make them insightful and humane, courses in psychological and philosophical foundations of education be emphasized. In short, understanding of the social, psychological and philosophical bases must permeate the entire programme of teacher education. Attempts be made to apply technology to the art of teaching but we should never allow it to become our master—the new techniques should always remain our devoted servant.

Content and method alike require experimentation, innovating research. Teacher education [17], hence, should welcome a variety of experimentation in many fields. We may resist panaceas proposed by those who mistake individual human beings for manpower. Teacher education, in short, must bear more than one thing in mind simultaneously as it tries to become an instrument of modernization. Teacher education programmes must develop :

i) an understanding of the social realities of our times,

ii) a sensitivity to the needs of the individual learner,

iii) an acquaintance with the dynamics of modernization,

iv) a realization of human values, and

v) adequate use of the method of critical intelligence.

Teacher education in India[18] requires to be developed as a potent agent of modernization. Let us all face this challenge !

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8. Ibid.

9. Planning Commission: *Second Five Year Plan* (New Delhi : Government of India, 1956) P. 3.

10. Ibid P. 6

11. Ibid.

12. Ibid. P. 500

13. Planning Commission : *Third Five Year Plan* (New Delhi : Government of India, 1961) P. 573.

14. Planning Commission : *Fourth Five Year Plan : A Draft Outline* (New Delhi : Government of India, 1967) Chap : XVI.

15. Government of India *Report of Indian Education Commission : Education and National Development,* New Delhi : Ministry of Education, 1966

16. For a detailed and exhaustive treatment of the role of teacher education in the modernization process see R. Freeman Butts. "Teacher Education and Modernization" in George Z. F. Bereday (ed) *Easays on World Education : The Crisis of Supply and Demand.* New York : Oxford University Press, 1969. Pp 111-131.

17. William Van Til "The Social Order in *Recent Research and Developments and their implications for Teacher Education.* Thirteenth Year book. (Washington, D. C: AACTE, 1960) : Pp 152-158.

18. For further critical study on the theme of the conference the interested readers may consult S. P. Ahluwalia. *Modernization in India and the Role of Education : A Select Bibliography* (New Delhi : Foreign Policy Assn. '69) Mimeographed.

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K. G. DESAI

National Goals and Objectives of Teacher Education

with Respect to Modernization

Modernization is a relative term, because what we think of being modern today will be outdated after a few years. Modernization essentially connotes a change and that too, not always in the positive direction. For example, some social changes take place in a sort of cyclic order. Old fashions and customs which were once thrown out for being out of date sometimes stage a comeback. But with the advancement of technology, certain things are left out for good and they hardly reappear. In India, when we are trying to establish a modern, technologically advanced culture, education which is a powerful instrument of change has to change itself and be modern.

After conducting a survey of people in six nations Alex Inkeles concluded that there are certain attitudes shared by men in modern societies, irrespective of cultural differences. These characteristics and attitudes are worth quoting here as they would form a good basis for the modernization of education and, in turn, of teacher education.

As Inkeles has put it, "the characteristic mark of a modern man has two parts: one internal, the other external, one dealing with his environment, the other with his attitudes, values and feelings."

(A. Inkeles, "The Modernization of Man," Modernization : The Dynamics of Growth. VOA Forum Lectures, 1966)

The change in the external conditions of a modern man can be summarised by reference to a series of key terms : urbanization, education, mass communication, industrialization, politicization. The internal characteristics of a modern man are more important than the external environment in which he lives. Inkeles lists them as follows :

1. Readiness for new experience and openness to innovation and change.

2. A disposition to form or hold opinions with democratic orientation, over a large number of problems in his immediate environment and also outside of it.

3. Orientation to the present or the future rather than to the past.

4. Firm belief in planning and organizing as a way of handling life.

5. Belief in efficacy of man to dominate his environment rather than be dominated by it.

6. Confidence that his world is calculable, that other people and institutions around him can be relied on to fulfil or meet their obligations and responsibilities.

7. Awareness of the dignity of others and disposition to respect them.

8. Faith in science and technology.

9. Faith in distributive justice, i. e. rewards should be according to contribution, and not according to either whim or special properties of the person not related to his contribution.

If we accept these basic attributes of a modern man, education shall have to be geared to their inculcation in the growing children. The national goals and objectives of teacher education shall have to be formulated keeping in view these basic attributes of a modern man.

Scientific advancements are changing both the contents and methods of learning in schools. Slow but sure changes are taking place in the school curricula in India at present. Modern mathematics and new science are being introduced in secondary school and their elements are forming part of elementary school curriculum. Contents of languages and social studies are also changing slowly. Since government machinery is usually involved in the framing of curricula of schools, the rate of change remains very slow. Contents of science subjects in the universities are changing more rapidly.

Methods of learning and teaching however do not show any positive change. Lecture and demonstration methods have more or less stabilized in schools and colleges in India and dictation of notes has also been a method of teaching in colleges, particularly, perhaps as a result of faulty examination system. In teachers' colleges even new methods of teaching are taught as contents but they are hardly

practised therein' with the result that the student-teachers never carry them to schools. There has been a big gulf between preaching and practising in the colleges of education generally and so new innovations do not percolate to secondary schools. On the other hand some good secondary schools have introduced new programmes and practices on their own and they influence the programmes of teachers' colleges. When extension services programmes were started in some of the colleges of education, they got a chance of revising their own pre-service programmes. After 1955 therefore, a new era of modernization has begun in teacher education in India which till now was more or less based on old British university pattern.

Recently many new innovations like integrated teacher education courses of four or five years, post-graduate specialization, etc. have been tried out in colleges of education in India. The comprehensive college covering teacher education for kindergarten to secondary levels is also being advocated. Universities are opening departments of education for post-graduate studies and research. Regional Colleges of Education have been established specially for technical school teachers. Vacation and correspondance courses in teacher education have been started. However, when national goals and objectives for teacher education are to be considered much more modernization is needed to be thought of.

The following few ideas are therefore presented here for forming the basis of these goals and objectives :

1. Teacher preparation must incorporate in it general education i. e. some knowledge of basic ideas of all different subjects and world affairs. This is absolutely necessary for teachers to remain at a higher level of knowledge than his pupils.

2. Content courses based on the requirements of school curricula need to form part of teacher education programmes. They have been introduced in some universities, but a lot of resistance is felt against them. With fast expansion of college education, content knowledge of graduates has gone down. Secondly to keep pace with new knowledge, a sort of built-in machinery like refresher courses at regular intervals shall have to be constructed.

3. Mass media of communications like print media, radio, films and television have revolutionized both contents and methods of learning. Regular use of these media should be introduced in teacher education programmes.

4. Maintenance and repairing of gadgets like epidiascope, tape-recorder, radio, film-projector, etc. shall have to be taught to teachers who otherwise don't use them under the excuse that they are out of order.

5. Science should be a basic course for all teachers under training and its application in other subjects like linguistics, social anthropology, social studies etc. should be taught as specialization.

6. Comprehensive training from kindergarten stage to higher secondary should be given to all student teachers in place of compartmental training.

7. Student teaching should be done as internship in laboratory schools instead of in the form of stray lessons in all sorts of practising schools. The staff of the laboratory schools should be specially trained to work as supervising teachers.

8. Pedagogical theory should occupy less time in the B. Ed. course.

9. Teaching by lecture method should be entirely abandoned in colleges of education.

10. No external examination should be given to the trainees, but all new methods of evaluation that are taught to them should be practised for the evaluation of their work.

11. Library habit should be inculcated and searching references from journals, handbooks, micro-films, microfishes, etc. should be taught through actual assignments.

12. Research in curricula, methods of learning and teaching, evaluation, use of mass-media, etc. should be undertaken in university departments.

13. Universities and not the All India Radioshould be made centres of mass media of education like print media, radio and television. Help of satellite communication should also be availed of.

14. Education should be established as a basic discipline in universities.

These are a few suggestions for formulating a national policy of teacher education. The list is not exhaustive but it would form a basis of the goals and objectives of teacher education for its modernization. In fact, a built-in system of planning and introducing changes is to be created for the process of modernization to remain modern.

J. B. JONES

Teacher Training for Social Development

An Essential Component of Multi Cultural Education

Who is so deaf or so blind as he
That willfully will neither hear nor see.

John Haywood Proverbs, 1546

Reading the critical literature about teachers these days, one is struck by the number of expectations. The contemporary teacher (in the United States) is supposed to respond equally well to each student regardless of the student's background. He is supposed to start "where the child is" and from that point, lead him to utilize his fullest capacities. He is supposed to relate the curriculum to the child, finding ways to transform the subject into a sound value system consonant with the needs of today's and tomorrow's world. He's supposed to act as a "Change agent" providing the student not only with the promise of a better life but with the social, emotional and subject matter strengths to bring this about. He's supposed to equip the child with the skills he needs in a society in which the only constancy is inconstancy. Finally, he is supposed to be committed to his own professional growth - reading, researching, running around the world for culture during his summer hiatus.

The description of the present plight of teachers by Brenton[1] strikes me as having a high degree of accuracy. He further declares that we have perceptive, intelligent and strongly motivated people in the ranks of education but that their (our) training is hopelessly inadequate.

Throughout the civilized world there appears to have arisen cults of differentiation. Mass media survive or at least thrive from magnification of differences among people, places and things. There is an almost endless array of dichotomies: Rich - poor, learned - unlearned, Black - white, East - West, oppressors - oppressed, hawks - doves. Yes, the powerful news media control what people see, hear, and

1. Brenton, Myron, **What's happened to Teacher,** New York : Avon Books 1971. P. 232.

read, but there are also those among us who suffer from self inflicted blindness, seeing and hearing only that which they want to see and hear.[2] Somehow these self blinded personalities who perceive differences proclaim these more blatantly than they do the commonalities which exist among men and nations. Problems of social relations have thus persisted and wars have obtained inspite of their futility in the resolution of national problems.

Peter Schrag says that twenty years ago we took as truth in American public schools that the schools system could fill the ultimate promise of equality of opportunity and could as a matter of fact guarantee an open society. We thought we had solutions to everything; poverty, racism, injustice and ignorance. But what we believed about schools and society and the possibilities of socially manageable perfection has been reduced to belying statistics and to open conflict in the streets and in the classroom.[3]

The foregoing reflections seem to indicate that teachers are not capable of meeting the challenges of our times and schools cannot be asked to espouse the reduction of poverty as a primary goal. The poor, the minorities and the aged must not be compartmentalized out of sight and shut off from the vibrant aspects of our technological societies. Ideas know no ethnic or cultural boundaries. Somehow manipulation of the minds to ultimately move the consciences appears possible. There is an urgency. Confusion and imprecision are evident. Caution and humility appear warranted and a cadre of persons who feel socially responsible is a must. With a universal population explosion, we cannot afford to generate public enemies *via* alienated youth but we can well give ourselves this fate by delault,

Teachers who have not been touched with human kindness and social commitments cannot influence students along desired social lines, Societies are demanding individuals who are equipped for cooperative group living. There must be an abundance of teacher personalities who promote the assimilation of diverse groups into their and other respective societies, helping to share these societies in the process. This must be achieved without total abandonment of the cultural patterns characteristic of one's particular racial and ethnic groups.

I see residential barriers, occupational hurdles, and walls of suspicions and prejudices which must be eliminated in order that all peoples may add their skills, ideas and trusts to world cultures.

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2. Konsins ki, Jerry, **Being There,** New York : Harcourt and Brace.
3. Schrag, Peter "End of the Impossible Dream", Saturdav Review, Vol. L. III No. 38, September, 19, 1970, P. 68.

Status arteries are not open to sub-cultures in many countries of the world as evidenced by the "Black Panthers" group in the U. S. A. and the continuous internal strife of certain Latin-American Countries. The fluid society has quelled in patters and farms that shut off free and equal access to the good life. The United States Congress has taken a revolutionary position and has allocated vast sums of money to promote compensation for the inequities which have existed among groups in the past "Innovation" has become the magic word. Closed circuit television, team teaching. language laboratory, non-graded schools, computer assisted instruction and modular-scheduling are newer approaches to educational frontiers. But admittedly these have not effectivated desired behaviour changes, for groups perhaps because they re-presented unwanted instrusion on established procedures. The pressing question is : How can education more effectively equip individuals to attain their full stature and status in societies ? What can be done in the field of education to promote the development of citizens who share the benefits and responsibilities of our societies ?

Henceforth, I shall operate under the thesis that : (1) the progress and the productivity of a community are dependent upon the quality of education available to all of the citizens of that community. (2) The community of social unit is necessary in preventing man from falling into the pit of extinction (which Krock contends that man has built for himself)[4] (3) the acquisition of characteristics needed by individuals to maintain communal life at a humane level is promoted by competent teachers who have the conscientiousness and courage to serve the general interests. Admittedly the pursuant analysis and suggestions are perhaps without validity if the foregoing theses are inappropriate or unoperable.

How then can we train teachers to function such that they do not impede, obstruct or threaten the achievement of the broadly refrected societal goals ? Can we condition or commit teachers to act in such a way as not to interfere with the identified mission of education and society? Specifically stated, can we develop teachers capable of dealing with explosive social problems ? Organised labour is a significant problem of such problems in the United States. Super urbanization, over population (referred to as the unbridled human rut by some)[5] restoration of balanced economy and ecology and attention to general welfare of a State or nation rather than attention to the interest of special groups, represent further delineation of the social problems which will require the concern of teachers in the "real world". Dealing with these problems does not mean playing the 'role of an activist or seeking to produce activists in the classroom but rather equipping the individuals to cognitively

4. Krock, Arthur, Consent of The Governed, Boston, Litte, Brown and Company, 1970, P. 273.
5. Krock, Arthur, Op. Cit, P. 268.

manage the issues, assume an affective posture and subsequantly choose roles as quieter, disquieter or neutralist.

The new breed of learner (student) articulates a set of values that is unfamiliar to many of us and sees the nation and the world from the vastly different perspective.[6] Training teachers to prevent turn off by youth is imperative. Needed hardware and software for effective instruction are available. Teachers with commitment, courage and competence remain the great challenge. Permit me to propose curriculum content or areas to be utilised in training teachers for social development with multi-cultural education as an ever riding consideration; some attention will be given to suggested strategies for dealing with these proposed areas, and finally a look will be given to possible means for assessing progress toward attainment of training objectives.

Curriculum Content

Historically educators have dealt with the question; What shall be taught ? More appropriately the question be phased: What shall be learnt ?[7] It is, therefore, suggested that offerings to teachers or prospective teachers be so organized that the following learning ensue :

A. Self management—Organized behaviour or personal discipline

B. Cognitive dissonance—Knowledge-significant differences

C. The art of inclusion—Affiliation

D. Power parity—Cooperation Vs. Competition

E. Behaviour Modification—Human engineering Vs. People manipulation

As a member of "Cultural minority" the above strike me as essential components of teacher training curriculum if the society of future years is to have an input from all cultural segments.

A. Self management—organized behaviour or personal discipline is a requirement in all cultures. Management of diet, rest, sleep, excercise and the performance of needed chores must become relatively ritualistic even through the nature of each undertaking may coincide with one's parent culture. The percentage of time given to each will be in keeping with the value of the society but each must receive attention if order and productivity are to prevail. Adoption of management systems through

6. Staff Report, National Education Association, Schools for The Seventies And Beyond; A Call to Action, Washington, D. C. : 1971, P. 93.

7. Fcshay, Arthur, Curriculum for The 70's : An Agenda for invention, Washington, D. C. : National Education Association, 1971, P. 28

the employment of coercion, by force or the threat of force precludes internalizing and encourages abandonment of the system once the external motivation is removed. Foshay talks about the nature and function of authority in life, participation in the decisions that makes one's own life and in general social development. He chooses to call this Curriculum II, Curriculum I refers to academic disciplines.[8]

This content area in teacher training has to do with getting one to program his time and includes such matters as turning off the the television set when there are other matters to be done. It involves the decision to go to bed before one is physically exhausted in order that he may function the next day.

Recently the Board of Regents of New York State System of Higher Education announced that they were abandanding their plans to construct four hundred million dollars worth of college housing because students were rapidly choosing privately owned housing in preference to university owned, and secondly, because college residence halls were too difficult to manage and supervise. I suspect it is difficult and impossible to manage one or groups in educational settings who are not self managed. The Judea Christain Bible contains the passage : "He that ruleth his own house is better than he that ruleth a City". I am paraphrasing this to read : "He that ruleth not his own house will not get the opportunity to rule a City". A disciplined self is a self of power. Self disciplined and regimentation must not be equated as is so frequently done by those teaching outside their cultures.

Cultural truisms and self esteem are factors of which teachers must have knowledge, if self management is to be promoted.[9] Time does not permit detailed exploration of these at the moment,

B. Cognitive Dissonance (Knowledge of significant Differences).

If the statement is made, All Black People Can Sing and I can't sing, then there is dissonance or a discrepancy exists. When one becomes conscious of blatant discrepancies, this is referred to as cognitive dissonance. While I have previously referred to the cult of differentiation with implications of its negative influences, I am advocating that teachers who seek to contribute immeasurably toward social development cross cultures must come to recognize significant differences in these cultures. Unfortunately, we have not defined the full meaning of the "black experience" "brown experience" "yellow experience", "white experience", "red experience". We have

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8. Foshay, Arthur, Op. Cit, P. 30-33.

9. Freedman, J. L. Carlsmith, I. Merrill. Sears, D. O. **Social Psychology,** New Jersey, Englewood Cliffs : Prentfce Hall Inc., 1970, P. 240-241.

tests now that reportedly measure how white one is in his orientation and I have seen two instruments which purport to measure the degree of familiarity with black culture in fhe United States. But what characterizes one as black or white.

I am suggesting that cognitive dissonance for teachers direct itself to those differences in cultures as they relate to the learning styles, life goals and interaction processes. Language, diet, dress and value system are the foremost areas for which some sub-cultural groups ask specific attention.[10] Language and value system appear acute areas from my observation. Learning takes place only when there is something going between students and teachers. Language and value systems are often the barriers which prevent the creation of an environment which precedes effective learning.

Hassau Community College, Long Island, New York, in a course entitled Logic is illustrating what I am referring to, the difference being commercial advertisement as a target rather than cultures of the world. Students in the course are asked to consider the premise on which a conclusion is based. They have concluded that commercial advertisement is taking advantage of the consumer and many of the advertisements are aimed at people of low intelligence.[11] Perhaps many of the over generalizations regarding sub-culture groups were aimed at those of low intelligence and those who needed verbage to feed their growing biases but if education is to arrest this malaise; training for the same must take place.

C. The Art of inclusion—

To achieve desired social development there must be teachers who are just as adept in drawing circles to include youngsters as individuals have been in the past in shutting them out. It is not important as to whether man is instinctively an affiliative creature, the fact remains that it is essential for humans to congregate in order to survive.[12] I need not belabour this point as I am sure I could get unanimous agreement that the day for Robinson Crusoes is past.

Regardless of racial and cultural identity, individuals have needs other than those for personal survival, that only other people can satisfy. The need for achievement, love, appreciation, respect and power are sought by most individuals and these needs are extremely difficult to satisfy in isolation. The elaborate science of sociometrics which the sociologists have devised enables us to identify the isolates and rejects and so far others have not come along to establish the science of inclusion.

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10. Unpublished papers of Presenters — LTI - TTT - Conference on Education for Pluralism, Chicago, ILL : May 12-14, 1971.
11. Cerra. Frances. "Students Apply Logic to misleading advertising", The Bangkok Post, Bangkok, Thailand, Saturday, June 12, 1971, P. 13.
12. Freedman, J. L. Sears, D. O. Carlsmith, J. M., Op. Cit, P. 5-7.

My personal study of five hundred prisoners in a Federal *penitentiary* revealed that the majority of subjects identified elementary school as the place where they developed a dislike for society and initiated their anti-social behaviour.[13] It was in early school that social development was arrested for the sample population. It is not coincidental that the highest drop-out rate in the schools of the United States is among the American Indians, followed by the Chicanos, the Blacks and Caucasians in that order. There is nothing mystical about the fact that our drop-out rate for all groups is 30%. It is not coincidental that at the Women's Prison, Huntsville, Texas there has not been a Jewish woman there in confinement during the past twenty two-years.

Verbal manipulation, non-verbal communication, and environmental manipulation is to be studied by us such that the educational circle leaves none out who has been declared capable of profiting from the school environment.

D. Power—party cooperation vs competition.

In spite of increasing populations, complicated systems of government and billions of dollars in the educational enterprise, parents and pupils must have an input at the decision making level. Destiny control and feeling of such control is an essential aspect of motivation. Parents want to participate in a responsible way not just at Sunday afternoon teas, raising funds for the purchase of band uniforms; or to discuss how to discipline their children. They know the characteristics of their children through observations. They can help answer questions as to who they are, where they are going, how they will get there ? We are using the terms Advisory Boards and Committees which allow us to reject the suggestions of parental groups which are not in consonance with our plans. Parity of power means on par or each constituent group having equal authority in decision making. Some times I feel that the training that those in my age group have recieved allows them to give lip service to this concept but they are too encumbered with the authoritarian approach of the past to enter into this new era. If this training component (parity of power) is not instituted we will sign a new generation of teachers lacking in the art of compromising, techniques for forming coalitions, avoidance of needless confrontation and adeptness in soliciting maximum cooperation. It is threatening to some to share control but it is the only way true growth can take place and the assumption of responsibility for the outcome of education can be shared by all.

E. Behavior modification - human engineering vs people manipulation.

In spite of improved standards of living and our focussing upon such idealistic concepts as the "Great Society", some individuals acquire patterns of behavior which

13. Jones, J. B., "Character Education for the prevention of criminality", Unpublished Master's Thesis, Seattle, Washington; University of Washington, 1947, P. 96.

are self defeating. I have further concluded that you can have a psychopathic group made up of normal individuals. There must be therefore concern for changing individual and group behavior. I am constantly bombarded with questions by teachers and administrators as to how you change individual and group behavior. I sometimes get the feeling that these questioners have faith in sorcerers or the so-called "People fixers".

It is caused and it persists as long as these get in selected patterns, the individual what he wants. De-conditioning or assisting an individual in unlearning is a technique that we must promote. What is appropriate for respective cultures must be acquired and put into practice. Certain environments invoke undesirable patterns of behavior. In spite of this teachers continue to pressurise individuals to change rather than manipulate the environment which is promoting the behavior.

Why are some pupils asked to recite in class ? Why are certain ones assigned given projects, are asked to participate in selected group activity? Such questions are asked to stimulate reflections as to teachers' motives in classroom behavior. Are numerical and alphabetical grades contributing mode to delinquent behavior than they are stimulating academic achievement ? The answers given will determine whether it is the administrators' and teachers' behavior we want to change or pupils' behavior. It is my suggestion that psychology be distilled instead of partitioned and that the basic focus in teacher training pertain to those facets of human responses to stimuli in relationship to learning, most of which is applicable to all cultures. It is not more courses in psychology that I am recommending but the topical approach to movable aspects.

These content areas may not represent new thrusts to teacher education in many countries. It is a new commitment to these areas that I address myself to.

Strategies for Implementation

I am amazed at the amount of theoretical justfication for educational policies and practices which can be found and the limited recipes for implementation. Our persence today represents expressions of realized need for intervention in teacher training for social development in relationship to many cultures, but how? In America we say: He who has a purpose will find a way. He who has no real purpose will find excuses. While this may be true some suggested strategies are warranted.

1. Model Training Programmes
   a. Teachers' Peace Corps.
   b. International Education Programmes.
   c. Team Teaching.

Each of the above is currently operative and deserves careful scrutiny for hopeful breakthroughs in behalf of minorities. Some variations of existing approaches should be tried. An example of a suggested variation is to permit Teachers Peace Corpsmen to spend a semester or quarter for orientation in the associated foreign country before engaging in a full year of academic study at the sponsoring institution. This would prevent blind anticipation of needs and promote reality testing in sequential courses.

International Education Programmes could seek to identify sub-cultural components for effective teaching and have these reflected through cadres of teachers from the respective cultures on loan or exchange basis. The availability of television and audio mechanism provides an alternate route to the achievement of this objective.

Team teaching which includes members of minority cultures is a promissing innovation. This means cooperative planning, development of materials, designing strategies for implementation and a determination of means for measuring results by a corps of personalities sympathetic to each group for which the learning is designed.

2. Professional Experiences in Traditional Course:

a. Content based upon topical concerns rather than prevailing contents.

b. Clinical experiences under a clinical team which may include non-professionals.

All of the above have many ramifications but should be clearly planned prior to launching lest we make more mileage without increasing our knowledge.

The true test of the new thrust in teacher training for multi-cultural education is whether the alien, disinherited and long denial elements of our society gain new hope and newer feelings of destiny control. A whole lot of us must share this world and I agree fully with A. Bell in his book, the *New and Improved American* we shall have a great society or no society. Education must play its part in the survival or defeat.

S. SALAMATULLAH

Education of Linguistic Minorities and Teacher Education

Education has been, generally, looked upon as a means to develop the individual to his fullest stature, to enrich his self, to refine his sensitivities and broaden his sympathies—in a word, to humanize him. But, recently education has come to assume yet another role. It is now being increasingly recognized that education has to serve as an instrument of national development—a goal that includes development of both the human and material resources. For, it is quite obvious that material resources of a country cannot be expanded without adequate knowledge and skills needed for production; nor can these be used effectively, if the people lack proper attitude and social sensitiveness. This requires an appropriate system of education.

A society, unconscious of national development, could restrict educational opportunity to the select few, who would, because of their privileged position, take advantage of the opportunity. Thus, they would strive to maintain or even improve their status—economic, social, cultural and political. In such a society, the majority, i.e., the masses of people need not be provided with formal education or schooling. They would, consequently, be doomed to continue their existence at a low level, and society, as a whole, remain poor and backward both materially and culturally. But if a society has set national development as its goal, it is inescapable to provide opportunities of education for all its members on an equal basis. For, it is only then that each person can develop his potentialities and contribute his best to the society. This would also entitle him morally to share the fruits produced by the collective effort of all.

The problem of equalization of eduational opportunity is a ticklish one. It is faced even by some of the advanced countries today. In the developing countries like ours, it is all the more urgent. Realising the importance of the problem, the Education Commission (1964-66) appointed by the Government of India paid some attention to it and sought to identify its nature and scope in order to recommend

suitable measures for meeting it. The Commission has rightly pinpointed educational inequalities caused by location—urban and rural, socio-economic status of the family, backwardness of certain sections of population, such as, scheduled castes and scheduled tribes, women, etc., It is rather, strange that one significant aspect of the problem escaped notice of the Commission altogether. That is the question of providing for equal opportunities of education to the linguistic minorities in our country. Now let us turn our attention to this problem.

According to the Constitution of our country, education is a State subject. That is to say, each State is responsible to provide for education at all levels within its territory. As such, the State is empowered to enact laws relating to education and the State Government formulates its policy accordingly. By and large, all the States have adopted the policy of making the regional language as the medium of instruction particularly upto the secondary stage of education. In order to implement this policy necessary steps have been taken to get text books and allied literature for school children prepared in the regional language. As a corollary, some attention has also been given to the training of teachers who would be called upon to teach through the medium of the regional language. Primary teacher-training is now conducted through the regional language almost in all the States. But the same is not true of the Secondary teacher training. However, in some of the States where the regional language has been adopted as the medium of instruction, even though partially, at the University stage, the teacher training for secondary schools is also conducted through the regional language. This is apparently the right thing to do. For, the Indian States have been reorganized more or less, on the linguistic basis. That is why the regional language is the mother-tongue of an overwhelming majority of the people living in a state. Nevertheless, the State may have a significant minority community whose mother-tongue is other than the regional language. There is no doubt that the policy of adopting the regional language as the medium of instruction is sound in as much as it tends to equalize educalional opportunity in respect of a large majority of people. But, this policy does ignore the case of the linguistic minority; and thus violates the principle of equality of opportunity, so far as the minority community is concerned.

The question of educating a linguistic minority through its mother-tongue has not, so far, received the attention it deserves. The neglect has already cost dearly not only to the minorities concerned, but to the nation as a whole. It is well known that the strength of a chain is determined by its weakest link. The nation would be weaker to the extent its minorities are unable to pull their weight. The policy of denying the minorities the facility of education through their mother-tongue has not only deprived many people of education, but created mental and emotional barriers

against the State policy in general among the minorities. Thus, the minorities are prone to develop feelings of suspicion and distrust towards the majority community and the State itself. This has resulted in cutting them off from the main stream of national life. This amounts to a great loss in terms of national development. Moreover, the national progress is retarded by the harmful repercussions of the mental tension that the minorities suffer from. This, in turn, makes their lives miserable.

Now the question arises; is it that the States have failed to solve this problem? Why have they not been able to render the elementary justice of educating the minorities through their mother-tongue? It is generally made out on behalf of the States that financial and administrative difficulties are really responsible for the situation, and that these are insurmountable at the present time.

Now let us take a concrete case and see what these difficulties actually mean. There is a sizable minority in North India which claims Urdu as its mother-tongue. Before independence Urdu enjoyed the same status, if not better, as any other Indian language in the field of education, commerce and administration. But the position of Urdu has deteriorated substantially in the post-independence period. There are very few schools where Urdu is used as a medium of instruction inspite of the persistent demand made by the Urdu speaking people. Even in this region the declared policy of the Government is that at least the Primary education must be provided through Urdu to the children whose mother-tongue is Urdu. But in practice, this principle is rarely honoured. All kinds of explanations are advanced for the breach. For instance, it is stated that the number of children with Urdu as their mother-tongue is too small to justify financially the establishment of a separate Urdu-medium school, or in some cases even a section in a class. Sometimes it is argued that there is a paucity of teachers competent to teach through Urdu, or that school text books are not available in the Urdu medium. All these explanations may be factually true. But it is really a vicious circle. When there has been no provision of school education and teacher training through the medium of Urdu since independence, how could one expect to have teachers competent to teach through Urdu or to get the school text books written in the Urdu medium.

The question of minorities—linguistic, cultural or religious—merits a more serious consideration and concerted action in the larger interests of national solidarity and development. Education of the national minorities must, therefore, be viewed in the broader perspective of enriching the cultural heritage of all the people inhabiting the vast sub-continent, that is India. The problem is certainly complicated, but no problem is intractable, being given the will to solve it. The problem of the minorities' education needs to be attacked simultaneously from all sides. A few suggestions

are given below to indicate what needs to be done in relation to the education of the Urdu-speaking minority:

Urdu-medium schools, classes or sections within classes should be opened as warranted by the number of students whose mother-tongue is Urdu. Text books for students and guidebooks for teachers should be prepared in the Urdu medium. Teachers should be trained for Urdu-medium schools both at the Primary and Secondary levels. These institutions should be located in areas where sufficient number of Urdu-medium schools already exist so that the latter may be used as demonstration and practising schools. In order to make the teacher training programme effective, it is necessary to get a suitable set of books prepared in the Urdu medium for the use of trainees and teacher-educators. It augurs well that the Government of India has recently launched a scheme for production of literature in all the Indian languages to be used for higher education. The scheme also includes preparation of books on education in the Urdu-medium for use of trainees in the Secondary teacher training institutions. State Governments may augment the programme of preparing literature in the respective regional languages as well as in the languages of the minorities residing in the States concerned. They may particularly concentrate their efforts on the preparation of books to be used in the Primary teacher training institutions. Thus, the responsibility for preparation and production of Urdu-medium books for Primary teacher education squarely lies with the States of North India, particularly U. P. and Bihar.

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III

SOME ISSUES IN TEACHER EDUCATION

(a) In-service Education

(b) Teacher Education Curricula : Integration

(c) Innovations in Teacher Education

HUKAM SINGH

Continuous Professional Growth and Inservice Education

Introduction :

In-service education as a programme is of very recent origin. It is the result of rapid changes in various fields of human activity and its need is most urgent in the teaching profession because of the rapid advance in all areas of knowledge and continuing evolution of pedagogical theory and practice. The importance of the need to keep abreast of the latest theories and practice has not been so urgently recognised in the field of education, as in Agriculture, Industry and Medicine. The unfortnuate fact accounts for the wide gulf between educational theory and practice, particularly in the developing countries.

Since education is a life long process, extension services are an essential part of the education system. No formal training in the College or University 'can fully prepare a person for professional services. The best it can do is to bring him face to face with existing knowledge and create in him a desire to seek new knowledge as he advances in his profession. Without such a desire a person in a profession like education soon begins to stagnate and becomes out-dated. His service becomes ineffective and sometime dangerous too. This situation is essentially true in case of a teacher whose function is to prepare children to live effectively and efficiently in a dynamic society. It was Rabindar Nath Tagore who once said that a teacher can never trully teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students can only load their minds. He cannot quicken them. Truth not only must inform but also must inspire. If the inspiration dies out and the information only accumulates, then truth loses its infinity. The greater part of our learning in schools has been a waste because for most of our teachers their subjects are like dead specimens of once living things with which they have learned acquaintence but no communication of life and love.

The Commission on Teacher Education (U.S.A.) also said, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively but in critical measure upon the quality of their education. The quality of their education depends, more than any other factor, upon the quality of their teachers. The quality of the teachers depends largely upon the quality of their own education, both that which precedes and that which comes after their entrance into the profession. It follows that the purpose and effectiveness of teacher education must be matters of profound social concern".

Need and Importance :

The post-independence period of India has witnessed a stupendous explosion in the number of school going children and adolescents which has created many problems for Indian Education. One of these is related to the provision of teachers for the newly started schools and to the expanding facilities in the existing schools. The demand for teachers has increased greatly and recruitment standards have gradually declined. The situation today is far from satisfactory. Carrying on administrative responsibility efficiently and playing a successful role of leadership in the school and society would be too high an expectation from our teachers. Not only this, we have teachers teaching subjects which they never studied beyond the matriculation level or they had no professional education. The problem of professional competence is quite different from that of paper qualifications. This leads us to think that the pre-service courses for our teachers of primary and secondary schools are inadequate and little is being done to give them reorientation or refresher courses to maintain their professional growth.

There are three major problems facing the profession of teacher education today:

1. Selection of right personnel for the Teaching profession.
2. Making the pre-service programme more efficient.
3. Organization of programmes for the continuous professional growth of teachers.

1. Selection :

During the British regime, since high premium was placed on degrees and diplomas, and such being the practice even today, all cases of merit are being attracted by administrative services in the government offices and other professions, and the rejected and dejected stuff has been available for recruitment as trained and untrained teachers. These persons do not even have the slightest aptitude for this profession and the duration of their pre-service training, being only nine months in

case of secondary teachers and two years in case of primary teachers, is too short a period to effect the inculcation of desired habits and attitudes that behove this profession.

For a doctor who deals with a patient or an epidemic the pre-service training period is six to seven years during which he develops right type of understanding and required skills, acquires desirable attitudes, strengthens his interest, which all contribute towards creating a sense of dedication in him towards his profession. Similarly, in case of an engineer who deals with more lifeless and inorganic matter, the requirements of his pre-service training are the same to make him proficient in his profession. But it is very despairing and painful that for a teacher who deals with feeling, thinking and reasoning, sensitive and reacting, active and potential, normal and abnormal child, man-in-the-making, the duration o! his pre-service training is only nine months during which he is faced with the hardest task of knowing himself, his subject and those to be taught in order to enter this profession. He is not even required to undergo a selection test. Of course, if conditions are normal we can produce a new man in nine months but certainly not a teacher.

In such circumstances effective in-service education besides efficient pre-service education is most essential.

2. Pre-service Education.

The pre-service education of teachers has been going on in India right from the time of Wood's Despatch in some measure but rather more systematically from the beginning of the present century. Even then, as reviewed by teacher-educators and educational administrators, the programme has been often unsatisfactory and so it calls for in-service education of the teachers.

Taken for granted that pre-service education might be very effective, even then for a trained teacher since it is very essential to keep pace with the latest findings in the field of education and to apply the results of those findings to mould himself and his material according to the requirements of the changing society, in-service education is of utmost importance for him.

3. In-service Education Programme :

The in-service education programme has completed nearly a decade and a half in India. The need today is to intensify the programme of in-service education and to build up a network of agencies offering such education. This also necessitates development of clear thinking on the need for such a programme and the number of personnel to be trained and absorbed in this programme.

The Education Commission Report (1964-66) has also given special emphasis to in-service education of teachers, In-service education has now caught the imagination of the educationists and administrators. This is mainly due to the new programme of curriculum development and evaluation in the field of Sciences and Humanities and also due to the concern of the Government to upgrade the standard and the quality of school eduation. In view of the new instructional programme chalked out by the NCERT, the in-service education programmes have assumed as great an importance as the pre-service education, Continuously changing methods of instruction and refixing of the goals necessitate the reorientation and refreshing of teacher now and then.

Now there are some issues that have to be dealt with in connection with the in-service education of teachers:—

1. The need for in-service education' its philosophy and practice.
2. The incentives for teachers to continue their education and professional growth.
3. Provision of facilities to the teachers to continue their education.
4. The agencies that can offer such facilities and organize in-service education.
5. Part played by agencies at national level, state level, university level, colleges of education level and by other educational administrators.
6. The training of in-service education personnel.
7. Study and understanding of in-service education in other countries and their impact on us.

1. In-service Education—its Philosophy and Practice :

In-service education is a pre-requisite of any professional worker and facilities should be provided by those responsible in the field. Educational Institutions can render these services outside their premises either through the visits of their teaching staff for consultations, lectures or conducting courses or through lending of books and equipment, etc. These services which aim at promoting the professional growth of the teachers by adding to their skills and knowledge, can be specifically named as extension education activities—professional education made available to teachers outside the institution.

In-service education programmes may be on a regular or an ad hoc basis. The teachers along with their regular job may participate in such programmes. The school Principal or Headmaster may also initiate some such programmes without external help or a group of subject teachers may put their heads together to learn some new techniques on their own. Such activities which are either organised by school

administrators or by teachers' study circles are also in-service growth activities. Their aim is to secure to the participants certain amount of professional growth through the attainment of some immediate or remote goals.

2. **Incentives to Teachers:**

Regarding the incentives for teachers it may be said that you can take the horse to the pond but you cannot make him drink against his will. Desire for professional growth has to evolve from within. Professionally conscious teachers would willingly accept such programmes but for others these have to be made appealing and remunerative in one form or the other. Just as in educational philosophy change came when emphasis was shifted from Latin to John, similarly in this case attention has to be focussed on teacher rather than on programmes. Every planned programme should be based on teachers' needs, his abilities, his convenience and his benefits. Incentives provided should be such that a teacher is automatically motivated to improve his professional qualifications and as in the U. S. A. there should be a system of rewarding the teachers for additional qualifications.

3. **Provision of Facilities :**

Provision of facilities for in-service growth poses a real problem in relation to the ever increasing number of teachers. The untrained teachers, the poorly trained teachers plus the number required to cope with the expansion of schooling pose before the educators of this country an unprecedented challenge. The problem becomes more serious when similar situation prevails in relation to teacher-educators also. Their professional reorientation is of primary importance today if pre-service and in-service education are to deliver their goods effectively. To accomplish this, colleges of education will have to provide greater facilities and assume greater responsibility because the success of in-service education depends on the teacher training college personnel for expert advice and guidance.

4. **Agencies of In-service Education :**

So far as the agencies that organise in-service education are concerned, teacher training colleges have to shoulder the main responsibility. Next come the school Headmaeters and Principals as instructional leaders. Lastly comes the D. E. O. to help in the matter. All these personnel have to be professionally conscious. The other persons who count in this respect are the specialists in the various branches of the State Education Departments, specialists in the NCERT, experts from other professional organisations and school supervisors. A real expertise in one's own field, an experimental attitude for adopting and trying new ideas and techniques, a successful salesman's persuasive power, a reformer's zeal, a soldier's perseverance and

a farmer's patience are some of the basic qualities of an extension worker for effective functioning as an agent of change.

5 Role of Agencies in In-service Education :

Although the NCERT with all its agencies and extension centres throughout the country is providing a good amount of useful literature, yet there is an acute shortage of necessary literature to be made available to the teacher-educators and specially to teachers working in the schools in the remote areas of the country. Now almost every good University of the country, at the instance of NCERT has begun to give serious thought to the in-service education of teachers under its jurisdiction Similarly the State Institutes of Education are also doing their best for in-service education of the Primary school teachers but Sardar Patel University deserves a special mention. This University and Secondary Teacher Training College affiliated to it, are doing yeoman's service to in-service education for secondary teachers. They have annual regular programme for teachers of English, science and mathematics. The university has a special Chemistry Study Unit established by the NCERT. Its chief function is to develop a new programme in school chemistry and give it a trial in the neighbouring schools. The University Grants Commission is also encouraging and financially sponsoring such programmes throughout the country. The Commission has started most fruitful and promising programme of Summer Institutes for college teachers as well as secondary school teachers.

In regard to the procedures and practices, methods and techniques that could be employed in a programme of in-service education it may be said that they are directly related to the definite goals and objectives to be achieved. There cannot be " a technique " for in-service education programme. The Extension worker has to make a choice of the suitable technique from a large spectrum of techniques and procedures appropriate to attain a specific objective. The various techniques and procedures of in-service education are planned seminars, workshops, publications, correspondence courses, staff-councils, study circles, experimental and developmental projects, science clubs and science fairs, seminar readings and annual zonal/state/ national conferences, intensive work in examination reforms, weekly and evening courses and a host of others that a conscientious teacher may think of. Not all of these or any of these may be a solution to a problem before a teacher. These are only the means through which he can acquaint himself with the latest researches and investigations in the field of education. The main figure that counts here is the teacher himself. Dr. Stephen Corey also emphasised that everyone who wants to improve or progress has got to experiment systematically with one's own actions or decisions whether he be a teacher, an administrator or an extension worker. His method of action research to solve one's own professional problems is a scientific

commonsense approach. It is not beyond the competence of an average teacher and also does not require much of the professional training in research methodology which is beyond the reach of the school teacher.

6. Training of In-service Education Personnel :

The main point in extension services is to assist the teachers in the process of his improvement. The resource personnel and the extension activities are to help him in identifying his teaching problems more carefully, develop hope in him to do something about them, search for and think of a possible modification of his teaching, select some innovation to try and evaluate the consequences. Problem identification is crucial to any programme of improvement and change. School teachers require a lot of consultation in this process, and extension worker needs to be adequately trained before he can offer his services to teachers in the field of experimentation for improvement. Various conferences with teachers, individual and group discussions over problems, will constitute an important step in the in-service education programme of teachers leading to professional growth. The essential pre-requisite for such a programme is an effective training of the extension worker himself.

The extension worker in the field of in-service education may be a school teacher, a college teacher, a university teacher, a person from the Education Department or from the State Institute of Education or from the NCERT, but the main onus of responsibility lies on the training college personnel. These persons are called upon to work as resource persons also. The effectiveness of the in-service programmes depends on the quality of training available to them. For purposes of giving the desired training the Department of Field Services (now abolished) had arranged numerous courses throughout the country. About 100 extension services departments in Secondary Training Colleges and 45 in Elementary Teacher Training Schools have been started. In addition to these, the State Institutes of Education, the Science Education Units, The State Evaluation Units and the NCERT, through its various departments are organising extension courses and in-service courses for teachers, inspecting officers, text-book writers and teacher-educators, etc. Of course, a lot of good work has been the result of the efforts of these agencies but, even then, keeping in view the demension of the task in a vast country like India where education is expanding at a terrific speed, it may be said that not much ice has been cut and there is an ample scope for expanding facilities for in-service education personnel.

The programme of in-service education requires persons trained in extension techniques. Extension is a skilled and specialized job, everybody cannot be an extension worker. Extension education being a special field needs personnel specially trained for it. Such personnel are lacking at all levels, from the extension centre to the national level. Hence there is a dire necessity for developing a good training

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programme for extension personnel from all departments. Here it will not be out of place to mention that there is still a greater need and importance of an organized programme of orienation for the degree college teachers who are not required, under existing conditions in our country, to undergo a pre-service training course. They are expected to know Latin but certainly not John and they lack the knowledge of methods and techniques of dealing with both.

7. In-service Education in Advanced Countries :

The advanced countries like the U. S. A. and U. S. S. R. have long ago realised that education is a quicker means of social change and so they have built up their systems quite efficiently. They have given necessary consideration to the in-service education of their teachers for keeping them up-to-date. Their systems may be having good elements in them but it does not mean that they can be used as pancea for remedying our educational ills. We can certainly draw inspiration from them and try to find solutions to our problems keeping in view our own conditions and resources.

Through exchange of university and college teachers, Education Departments and NCERT personnel with their counterparts from other countries a lot of inter-communication of the knowledge of methods and techniques of in-service education is taking place now-a-days for the benefit of our extension workers. It may be pointed out here that such facilities should also be made available to the elementary and secondary school teachers because, after all, they are the first persons whom we expect to be professionally very efficient to build the foundations of the nation on sound lines. The personnel going abroad should be open-minded, without any pre-conceived notions, willing to receive new ideas and techniques and have an insight and capacity of a bee to gather honey from every flower for the benefit of their brethern. It may also be observed here that as in the U. K., U. S. A. and U. S. S. R. the in-service education should also be made an inseparable and regular part of the educational system as a whole in our country and facilities should be provided to the in-service training of teachers for their professional gtowth by attending evening and other part-time courses without seeking the permission of the employer.

Before concluding, apropos the paper just presented, I make bold to suggest the following for the successful working of the in-service education programme on the basis of experience that I have gained as a co-ordinator in an extension services department in a Secondary Teachers' Training College.

1. The Honorary Directors of the extension service departments should not be merely honorary as in this materialistic age hardly do we come across a person who may be willing to act honorarily during the whole of his service for such an

important programme. There should be some honorarium for them. They should also be made to attend certain training courses in extension services.

2. The senior members of the training college staff should be given chance to act as co-ordinators by rotation with at least a term of three years so that the minimum co-operation can be sought from each other. The other members should also be associated remuneratively with the extension service activities in the centre as well as in the schools.

3. The members of the Tralning College staff should either be required to take certain periods in the schools for teaching school subjects of their interest or they should be required to visit five schools a month for identification of their problems and rendering guidance accordingly. It should be obligatory for training college teachers.

4. After the abolition of Department of Field Services, no refresher courses for co-ordinators have been organised whereas such courses should be annual features not only for co-ordinators but also for other teachers.

5. The rapport between the extension services department and the Education Department should be further strengthened. The State Governments should see that at the time of annual inspections of schools, teachers from training colleges are associated with the Inspecting Team.

6. In the Education Department at the district level there should be subject specialists also. Instead of having just one District Education Officer there should be a multiplicity of such functionaries who should be able to plan, supervise and direct in-service education programme for school teachers in collaboration with the training college personnel.

7. Education is a co-operatiye and continuous social enterprise from the nursery to the universty stage. While organising in-service education programmes or extension activities, the training colleges should not concern themselves with only the secondary schools teachers but should also invite teachers from all levels so that they may mutually benefit from the experience of each other. Special programmes should be conducted for degree college teachers.

8. The follow-up work should be taken up more seriously and the inspecting team should ascertain at the time of inspection that the teachers who have undergone training in in-service extension activities are undertaking their job seriously.

9. It has often been experienced that teachers after being given refresher

courses and posted with certain projects in their schools are being transferred frequently from one school to another. The Education Officials of the State should see that such teachers should be allowed a fair chance to stay at a particular school in order to satisfactorily complete the projects, undertaken by them; otherwise, time, money and energy spent on such teachers are likely to go waste.

10, Mahatma Gandhi adumbrated in this country a new sysfem of education, i.e., Basic system of education which was quite suitable to the national conditions of this counfry. But as Dr. Zakir Hussain once pointed out, that system has failed mainly because those who initiated the system of education and also those who nourished this sapling, changed their sphere of activities from education to politics.

In the end it may be remarked that if India has to build herself as a strong nation and give lead to the democratic and developing countries of Asia, she cannot afford fo ignore the teacher and his education. The time is not far off when India as Prof. Ralph Barsodi also hopes, may be required to render help and guidance to the developing countries to build up their educational systems by exporting her teachers, teacher-educators and administrators but this will be possible only if the physician is able to heal himself first.

S. R. RAO

Continuous Professional Growth and Inservice Education

The celebrated author H. G. Wells said "Human history is a race between education and catastrophe". Education can win the race if all the available resources are mobilised to accept the challenge and create a better world. All educational planners refer to maladjustments like the gap between educational demand and supply, imbalance between educational output and the economy's manpower needs, misfit between the content of education and the real needs of students and society, the anachronistic educational systems and the menacing gap between the requirements and actual resources of the educational workers. Good education is critically important to the survival and improvement of democracy in the world. Our system of education has been a complex enterprise.

Teaching is sometimes referred to as the "mother of professions". It can be called so *if* it involves in intellectual activities, commands a body of specialised knowledge, requires extended professional preparation, demands continuous in-service growth, affords a life career, sets up its own standards, exalts service above personal gains and has a powerful well coordinated professional organisation. Application of the above criteria, a few decades ago, would have resulted in frustration. Teaching was anyone's cup of tea—many had drifted into teaching positions for lack of better opportunities. Though no one had the audacity to tell a surgeon how to operate, they would easily give advice to teachers as how to teach and how to test. Advice comes not only from experts but freely even from those who were uninformed and nonspecialised. Women regarded their professional activities as an interlude between college and marriage. In some of the American Colonies the first teachers were indentured servants. Knight refers to the practics of "buying" teachers and slaves from incoming ships in Baltimore. In the early years, teaching was on a kind of welfare basis. Jobs were likely to be given to elderly women to enable them to make a living, to ex-soldiers who had been crippled and to those who had failed in other professions.

What is In-service Education ?

Margaret Mead said "In-service Education will permit the teachers to keep abreast of a changing world". Glenn said "In-service Education includes all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job". It has also been defined as a programme to promote the continuous improvement of the total professional staff of the school system and to release creative abilities. In-service education keeps the profession abreast of new knowledge, gives abundant help to teachers who are taking a new responsibility within the profession and eliminates deficiencies in the background preparation of professional workers in education. A good in-service education can improve the quality of learning experiences.

Need for In-service Education.

Teaching as an occupation is an ancient one; teaching as a profession is among the newest of the professions. The role of a teacher is a dual one as in any other profession. He is a practitioner of his speciality and he is a member of his profession obliged to promote the ideals of his group. Each one of these roles has changed tremendously in recent times. The burning problem now is not so much whether teaching is a profession but whether teachers can be pursuaded to act as professionals. Teaching has been going on in some way from times immemorial. In any educational reform teacher is the pivotal point around which changes are to revolve. He should realise the need to impart useful knowledge from a running stream and not from a stagnant pool.

Knowledge has been r.ling up at an intimidating rate. In a period of ten years it is almost doubling while the human capacity to learn has not kept pace with the tremendous growth in the quantity and complexity of scientific knowledge. Robert Oppenheimer said "Most of what is now known was not in any book when most of us were in school. Half of what we know now will be obsolete by 1969 and only half of what we will need to know is available to us at this time. Mathematicians are busy creating mathematics consisting of new concepts and techniques. Physics is considered as a single subject of study; time,, space and matter cannot be separated. Chemistry is not a subject of memorisation; it is essentially experimental in nature. Biology is no longer a purely descriptive subject. Biological phenomenon common to plants and animals are studied together. All knowledge is subject to revisions following new insights into the nature of phenomena. A fact is a fact from some but not all perspectives, that too temporarily. This notion can be profoundly stimulating or devastating. The curriculum needed fresh infusions of content and a comprehensive programme of reorganisation. In U. S. A. a new

alphabet soup of curriculum projects BSCS, C.BA (SMSG), etc., is becoming part of the diet of American children. These curriculam reform movements have been directed at teachers and pupils in the class room. Curriculum builders are seeking to organise their fields around the primary structural elements of each discipline : concepts, key ideas, principle and modes of enquiry. Power to attack unfamiliar problems and ability to think inductively have become built-in goals. Teachers who struggled in their childhood with a button-hook find it difficult to discribe a button-hook to a child bred up among zippers. The continuing cultural and social changes which create need for curriculum change, the deficiencies of pre-service education, increase in pupil enrolment, necessity to have a thorough knowledge of the new approaches and techniques in teaching, the need to possess skill in providing for the individual differences among pupils, ability to actively participate in cooperative action research and to utilise community resources, have made the modern teachers' task quite complex, highly skilled and critical. Continuous well-planned programmes for professional growth have become essential.

The professional person is naturally interested in advancement. Different people define 'advancement' in different ways. Some teachers in schools want teaching positions in colleges. They look at college teaching through rose coloured glasses and imagine that college job is all 'velvet'. Some want to advance to administrative positions. There are a few who prefer to remain classroom teachers with better emoluments. There are a few who wish to render better service to children. Professional advancement should be considered more and more as growth in the ability to render high quality service in the classroom. A teacher who wishes to advance will not neglect his teaching work in order to get social recognition.

Policeis relating to Inservice growth

The competent teacher is a growing teacher. The professionally minded teacher seeks opportunities for continuous growth. The new slogan in the International year was not "Education for life" but "Life Long Education".

1. The responsibility for in-service education must be mutual. It should not be the sole responsibility of extension service departments or training colleges. School systems should provide time, resources and resource persons.

2. In-service Education should be on the basis of recognised felt needs of individuals and groups.

3. Equal and good opportunities for in-service growth should be provided for all teachers.

4. In-service growth should be stimulated by group study of school problems under the guidance of professional leaders and competent consultants. (Inexperienced co-ordinators should note this.)

In this connection I want to recall an incident that happened in the case of a young enthusiastic co-ordinator who had not developed much maturity. He visited in season and out of season a school where there was a very eminent Headmaster and went on asking, "What problems do you have ? I will help you". The Headmaster was too busy and could not discuss much with the co-ordinator. Finally one day when the co-ordinator went to him the Headmaster said, "Hitherto I had no problems. Now you are the problem".

5. Summer Institute programmes (credit or non-credit), experience in community life, purposeful and meaningful school visits, travel both at home and abroad, participation in professional associations.

6. In-service programmes should be diversified and developmental. They may include workshops, institutes, exchange visits to classrooms, lecture panels, demonstrations, lesson planning sessions and school surveys.

7. In-service experiences should be planned so as to meet the needs of the teacher who is older.

8. The specialist gets cerdit from public. The parents usually claim credit for teacher's success. The teacher too often is considered responsible only for failures. No army can fight both a defensive and an offensive action simultaneously on the same front. Attack on teachers should cease.

9. Individual differences of teachers should be respected.

10. It is not desirable to quarantine a reluctant participant or aggressive dissenter, being afraid of his negative views. It is better to vaccinate other group members so that they may even enjoy his negative approach.

11. The administrator should serve as a facilitator and co-ordinator. He must provide inspiration, encourage development of good organisation for in-service programmes and create a congenial atmosphere for professional growth. The administrator must have implicit faith in his growth also.

12. It is better to favour a group approach to school problems, keeping in mind that a Faculty is not automatically a group.

13. It is better to tackle one problem at a time than bite off more than what car be chewed.

14. Administrators should be real gatekeepers to experimentation and encourage teachers to try new ideas.

15. Consultants should make a thorough study of local-setting dynamics.

16. The patterns of in-service education may be with centralised approach, decentralised approach or centrally co-ordinated approach.

Under these circumstances the teacher who reaches up and out to find new approaches, techniques and skills is likely to grow within the extent of his reach.

I had the privilege of visiting some of the advanced training institutes and pedagogical institutes in the Soviet Union. These pedagogical institutes follow up their former students and help them in their professional advancement. Education consultation centres have been organised in all large secondary schools. Trade union organisations not only protect the teachers, rights but also help to spread advanced pedagogical experiences. The Academy of Pedagogical Sciences has united all the scientists in the field of pedagogics. 37% of the budget in U. S. S. R. is on education. They attach great importance to the certification of teachers and renewal of teaching licenses.

Finally I hope that associations like I. A. T. E. will be able to develop and maintain high ethical, professional and educational standards in tha country and go all out for the continuous professional growth of teachers at all levels of education.

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K. T. SINGH

Teacher Education Curricula and Programmes :

Integration of Content and Methodology
Interdisciplinary Approach

The subject of this paper, with its focus on the problems of 'Integration' is part of the larger theme of making Teacher Education responsive to the changing needs of the times to perform its changed role effectively.

The overall theme may be approached from four major angles :

(1) The concept and the process of 'modernisation', change and progress with all the accompanying factors involved, their historical development and global dimension: Model—?

(2) The need, importance and urgency of focussing attention on the 'human factory' — the end and the chief means of all endeavour for 'modernisation', change and progress: Model—?

(3) The modernisation: improvement and change, of education itself to meet the changing needs and demands of the changing times. The changed role of the 'teacher' of today and tomorrow: Model—?

(4) The 'modernisation' : reform and change of the teacher:—reform and improvement of teacher-preparation in view of his changed role and responsibilities as an agent and motivator of change: Model—?

The complication arises from the fact that we do not yet have any developed or tried models whether conceptual or empirical for any of the foregoing, namely: (i) a model of 'modernisation' or modernised societies, (ii) a 'human model' of modernisation—persons, individuals, citizens, workers, (iii) a model of 'modernised education' particulary of the modernised teacher, (iv) a model of modernised student and we may add here (v) a model of modernised system of teacher education. Now

this may be debated because there are some models of developed as well as developing countries. But we are also aware of the fact that when it comes to perfect models suiting our situations we do not yet have fullfledged, comprehensive, action-guiding models which would qualify on both conceptual and empirical grounds.

The Paper :

This paper attempts to pose the problem of planning and formulating teacher education curricula and programmes through an integrated approch. While so doing its purpose is to lead thinking towards realistic and acceptable, practical and gainful solutions. It attempts to clarify the understanding of the related issues and to develop an insight into the real problems involved which defy remedial efforts.

Some Propositions :

Let me start with a few commonplace though universally accepted propositions : schools exist to educate citizens; teachers teach so that students may learn and carry their school learnings to life situations; teacher education institutions are meant to prepare teachers; teacher education curricula provide the basic framework for programmes of teacher preparation; quality of teaching-learning, other things being equal, depends on the quality of the teacher, his competence and his motivating capacity.

The formulation of need and goal-based teacher education curricula is not an easy task but the problem is more one of implementation which necessitates a realistic and practical remedial approach.

Education and the Modern World :

Just imagine what is happening around us. Rene Maheu, Director General of UNESCO, at the occasion of the International Education Year, 1970 observed :

"We live in a world that is changing before our very eyes—a world in which the population explosion, decolonization and the profound economic and social transformations resulting from technological development are so many forces making for the democratization of education, while at the same time the acceleration of scientific progress is resulting in the more rapid obsolescence of knowledge, and the development of mass communication techniques and audiovisual methods is revolutionizing the traditional bases of communication. It is out of the question for education to be confined, as in the past, to training the leaders of tomorrow's society in accordance with some predetermined scheme of structures, needs and ideas, or to preparing the young, once and for all, for a given type of existence".

"Education is no longer the privilege of an elite or the concomitant of a particular age; to an increasing extent, it is reaching out to embrace the whole of society and the entire lifespan of the individual. This means that it must be continuous and omnipresent. It must no longer be thought of as preparation for life, but as a dimension of life, distinguished by continual acquisition of knowledge and ceaseless re-examination of ideas."

Now think what it does to our concept of education itself and the related terms and concepts. Mr. Maheu goes on say "But how is education to broaden its bounds in this way if it remains compartmentalized in its internal organization and isolated as a whole from life and society? Not only are the various elements involved in the educational process often poorly integrated with the rest of human activity. In too many cases, the school, the college and the university, far from living in symbolisis with the community, constitute tiny worlds of their own."

"That an electronic engineer for example should have no properly organized means of sharing his knowledge with those of his colleagues, friends and neighbours who would like their information uptodate, that an educational establishment should be used for a maximum of only two hundred days in the year, and then for eight hours a day at the very most; that young people who have studied for several years at school or university should be unable to turn the skills as they have failed in some competitive [or other examination; all this waste—of material resources, of human potential—which must no longer be tolerated anywhere, and least of all in the developing countries."

The message of the International Education Year, 1970 projected into the nineteen seventies highlights the basic questions and problems with which teacher education has to grapple. Consider for example the following:

What is meant by 'teaching' and 'learning' ? What is happening to the concepts of teaching and learning as a result of the larger societal changes ?

What is the new emerging concept of education ? How does this affect the school and school functionaries ? What changes does it necessitate in the system of education ? Is there something like the science and technology of education ? How does it influence the concept of education and pedagogical consideration ? What are the new teaching-learning situations and how are teachers to handle these effectively? What are the developing teaching-learning roles of teachers and learners—including teachers under preparation ? What are the assigned or expected roles from teachers and students in terms of national goals and aspirations ? What are teacher-learner roles and responsibilities in regard to the community—local, national and international ?

The Teacher

Now think of the teachers themselves : What do the teachers expect from their jobs ? What are their professional goals and aspirations ? Where are they placed in teacher education institutions ? How does the 'profession' treat them ?

The over-riding questions here are : What is this 'entity' we call 'teacher' ? What are the essentials that go into 'teaching' ? What are the different aspects or dimensions of teaching ? What is the totality of functions that constitute the Teaching Task ? And correspondingly what is the totality of functions that a 'teacher' has to perform ? Further what is the changing role and function of the entity Teacher in the face of problems and challenges of modernisation ? Accordingly, what are the requisite competencies of the 'teacher' of today and tomorrow ? What should be the teacher's personality make-up ? What is the requisite preparation of the teacher ? What are the priorities in ensuring adequate and appropriate preparation of the 'teacher' of today and tomorrow ?

It is obvious that answers to these and related questions depend on our philosophy of education and the meaning, definition and significance that we give to our educational terms, concepts and processes.

Integrated Interdisciplinary Approach :

But since we mean to talk of an integrated interdisciplinary approach and the problems connected with it, let me raise some pertinent questions. For example : What is meant by 'Integration' in this particular context of Teacher Education Curricula ?

What does it connote :

Integration of liberal—general educational and professional education ?

Integration of general education and the area of specialisation ?

Integration of general education, area of specialization and professional education ?

Integration of *All* : General, specialised, professional education and internship —and Evaluation ?

Is this integration intended to be vertical or horizontal or both ? What is meant by the integration of content and methodology ? Is it to be interpreted narrowly in the sense of subject-discipline and the methodology of teaching pertinent to each subject discipline ? Or, is it to be interpreted broadly : in the sense of its

applicability to the general and professional education courses as well ? What are the problems peculiar to integration of content and method in the general professional courses ? How does this integrated approach affect the content and methodology aspects in some specific cases such as :

General methods courses ?

Special subject methods courses ?

Broadfields approach and the methods courses ?

Unit teaching ?

Lesson planning ?

Is this integration to be limited to the traditional 'Content and Method' concepts or is it to apply to the entire structure and whole curricula of teacher education programmes ? In fact, does not this integrated approach broadly cover the integration of theory and practice, of principles and their application in the totality of the preparation of the teacher ?

Finally, one cannot help raising the question as to how the explosion of knowledge and the growth of science and technology have transformed not only the content and methodology but also their inter-relationships ? Permit me to raise one more point before I go on to the next step :

What is the proper locale of this integration : Where is this integration intended to take place or to be effective :

1) Integration in the course offerings ?

2) Integration in the actual programmes including internship and evaluation?

3) Integration in the minds of the teachers ?

4) Integration of the teaching-learning processes for the students ?

5) Overall integration of the 'teaching' tasks and functions for purposes of teacher preparation ?

Related questions here are : How is this integration to come into effect ? Who is to implement it ? How to find the people and the resources necessary for it ?

It is not really possible to attempt to answer all the questions raised. But they should certainly help to draw attention to the numerous complex problems and issues

connected with the formulation of teacher education curricula and the implementation of teacher preparation programmes through an integrated inter-disciplinary approach.

Some Bold Experiments of Integrated Approaches :

This paper would, however, be incomplete without a brief review of some bold attempts made in this country during the past decade or so at integration of theory and practice, of content and methodology, of principles and their application, of general and professional education and practical field experiences through integrated and inter-disciplinary team approaches.

Mention may here be made of the salient features of the integrated four-year and one year courses of the Regional Colleges of Education of the National Council of Educational Research and Training, New Delhi, and some innovative practices adopted by some other good teachers' colleges as well. Also there has been a three-year integrated course at Kurukshetra and some attempts in the direction of comprehensive colleges. Some reforms and improvements have been suggested in these programmes and necessary changes made by the organisers.

A. **(1) Integrated Programmes : Regional Colleges of Education**

1) The professional competence required of the teacher is achieved through an organised programme of learning experiences; it is not merely a by-product of becoming a well educated person.

2) The education of a teacher based broadly on a foundation on general education should include a thorough mastery of subject-matter so as to give him an insight into its structure and inter-relationships, and professional preparation.

3) General education which contributes to growth as a person, specialisation which provides scholarly knowledge of the subjects to be taught, and professional education which leads to understanding and skill in professional performance, must be integrated into a total programme.

4) The prospective teacher must assume responsibility for his own education in an increasing measure.

5) Opportunities to work with adolescent learners must be an integral part of the professional preparation of the secondary school teacher.

II. Student Field Experiences :

The Student Field Experiences Programme is designed to apply and test all theories and principles taught in the total programme. Stated in broad terms, it is designed to give the prospective teacher basic experiences in a different setting, in working with social organisation of a community, in observing, assessing and helping a community development programme and other such experiences as are necessary for a successful teacher.

More specifically, its purpose is to provide the prospective teacher with professional experience as a member of a school staff and as a classroom teacher. In this experience, knowledge of his subject as well as of educational method and philosophy will be tested. The Internship in teaching is the culminating experience in the programme.

II) Internship Programme :

The part of the programme which has been termed 'internship' envisages the student working over a continuous period of time with the staff of a school in his state. A distinctive term has been given to this arrangement to distingulsh it from the usual practice teaching by the fact that the student is initiated to hls first experience as a teacher in a school.

The strength of the entire programme doubtless depends upon the cooperative efforts of all the personnel involved. Planning, execution and evaluation of all experiences included in the programme is done cooperatively and the individual performance of the students during these experiences is jointly evaluated by college personnel and the personnel of the co-operating schools.

4) Professional Education.

The professional programme of the Regional Colleges of Education in based on the belief that the teacher should have certain very important characteristics, namely: (a) be educated in the subject matter he will teach, (b) be professionally educated in order that he may become an effective and intelligent teacher and (c) be educated to function in society both as a citizen and as professional teacher. It follows that the various parts of the total curriculum are all interrelated and are all equally important and the staff will operate as a team.

In many ways, the field experiences planned for the prospective teacher are the culmination of the professional programme, providing a testing ground for what he has learnt through the total programme.

5) **The Workshop in Teaching :**

(Four Year and One Year courses : Regional Colleges of Education)

This course is desigened to form a connecting link between the Integrated Common Programme of Professional Education on the one hand and the Departmental Programmes on the other. (This course should help the student to test and apply the theories that he has learnt in the first two courses. The emphasis in this course should be on learning by doing)

Teaching Methodology :

a) The course is to be integrated with the other general and professional courses. Also the various units in the course should be taught in an integrated manner.

b) The course is largely a team effort although one staff member is responsible for continuity and evaluation. The entire staff may be drawn upon as needed, particulary, the guidance counsellor, the psychology instructor, the physical education instructor, the subject-matter specialists and the coordinator of various services, who can be called upon to help with appropriate units. Team teaching requires clearly understood statements of objectives, evaluative criteria, and continuous cooperative planning.

c) Role playing basic perceptual experiences, teaching and other instructional aids and techniques, are utilized on an experiemental basis.

d) Pupil-Teacher planning of the curriculum and methods is employed.

e) The course is closely related to the internship in teaching and the work in special methods in the departmental programme.

Content :

It covers various core units such as guidance, school organization, health and human relations, evaluation and curriculum planning.

ILLUSTRATIVE DATA

Scheme of Examination—One Year Courses

	No.of Papers	Total Marks	Internal Assesment	External Exam.
Philosophical and social Foundations of Education Paper I	I	100	25	75
—do— Paper II	I	100	25	75
Workshop in Teaching	I	100	25	75
Psychological Foundations	I	150	40	110
Physical Education, Health, Recreation and Hygiene	...	50	15	35
Methods of Teaching	...	100	25	75
Internship (Practice Teaching)	...	300	300	...
Content	...	100	100	...
Total :		1000	555	445

Curriculum and Time Allotment of Integrated Programmes :

Four Year Integrated Course in Science

Course/Year	Periods per week (Combined Theory and Practice)				
	I	II	III	IV	Total
Content (Major Science)	9	9	12	18	48
(Minor & Ancillary)	16	15(16)*	0	0	31(32)*
General Education	18	18	15	10	61
Professional Education	0	3	14	15	32
Total:	43	45(46)*	41	43	172(173)*

Curriculum and Time Allotment General Education and Professional Education :

General Education Programme

Course/Year	Periods per week (Combined Theory and Practice) I	II	III	IV	Total
English	6	3	3	0	12
Regional Language	2	2	0	0	4
Social Sciences	0	3	2	0	5
Health, Physical Education and Recreation	10	10	10	10	40
Total :	18	18	15	10	61

Professional Education ; More or less as in One Year Programme :

There are some innovations too, such as student orientation programmes and experience in community living, institutional planning and programmed learning which have been experimented with from time to time through an integrated inter-disciplinary approach. Other teacher education institutions which have been thinking along similar lines can take up further work through integrated interdisciplinary approach and promote fresh experimentation around them.

Conclusion :

To conclude, the entire range of problems and issues in this regard can be reduced to finding answers to the following :

What is meant by Teacher Education ? What does it involve ? What are its purposes within particular national and international contexts? What type of curricula can be provided in accordance with the accepted purposes ? What type of teacher preparation programmes can best attain these proposes ? How can these curricula be translated into suitable, realistic and functional programmes ? Finally, how these curricula and programmes can be formulated, implemented, reviewed, evaluated and improved upon ?

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K. K. SHUKLA

Teacher Education Curricula :

Problems of Integration and Interdisciplinary Approach Integration of Content and Methodology.

One of the long-felt needs in the field of Teacher Education was to equip the teachers with adequate and uptodate knowledge of the subjects they are going to teach in school. It is also necessary that our teachers possess knowledge of and adequate mastery over the ways and means of acquiring new knowledge.

With the inclusion of contents of teaching in teacher education curricula we or at least some of us feel that the problem cited above has been solved. But only when one looks into the prescribed courses of studies in contents of teaching, the level of those courses, the methods of teaching them and methods of evaluation, he finds that the situation is far from satisfactory.

With this short background, I intend to describe very briefly the problems that have emerged and are awaiting solution.

In an age when knowledge is expanding so fast, I do not know how, with fixed courses of study in the area of content and with rigid type of examination, we can ever solve the problem. And here again the minimum standard of passing would be 40%. We are once again putting a teacher into the system who is not able to satisfy the needs of our schools and their children.

With regard to the level of the subject content, we are not so sure whether we are considering the requirements of the secondary school courses or we are aiming at the specialization which the colleges of higher education usually do in case of one particular subject. The confusion has been created because the purposes of introducing the contents of teaching have not been clearly mentioned, e.g., are we teaching content to our students in the B.Ed. class with a view to filling in the gaps that exist in their own knowledge of the subjects they have studied in secondary school and have offered here as their special method subjects? Or are we trying to give them something more than what the school courses require? The question again arises

about that something more. Is it something that is intended to create an outlook and interest in the subject or to widen and deepen their knowledge of the subject ? And how can this be done if the courses of study are uniform and going to remain fixed for several years?

There are still a few more problems that have arisen out of the fact that the students admitted in the teachers' colleges are graduates in different subjects. They form a heterogeneous group which the master teacher has to deal with.

In teachers' colleges the methods of teaching followed also need some mention. There are in some colleges two separate teachers teaching contents and methods of teaching one particular subject, or there may be one teacher teaching both the parts but in separate periods and on separate days. Here also one should not be surprised to see a situation where the teacher of methods would be working without any kind of coordination with his counter-part teaching contents.

The time at our disposal in teachers' colleges is very short. The question therefore arises whether in such a short span of time we can teach content of two different subjects to a satisfactory level.

In a situation like: the varying needs of the student teachers in the matter of content, the time available, the methods employed, the level of the courses and the standard of attainment expected, we can, very well see how far the purpose is served.

I would here like to make a case for integration of contents and methodology. I do not believe in the slip-shod attempts at integration, e.g., the methods teacher during the course of his lecture illustrates his point by refering to some portion of content. I am not prepared to accept the plea that practice teaching takes sufficient care of this aspect of integration. Both the kinds of attempts have proved to be ineffective.

The problem is how to teach courses in contents and methods of teaching in teachers' colleges. I have no complete answer to this problem. However, I venture to make a few points on the basis of my experience in a school and a college.

The first thing we are required to do is to change our methods of teaching. One master teacher from my point of view should be entrusted the teaching of both the aspects of the subject—namely contents and methods or a team teaching approach can also be fruitfully employed.

Secondly there should be emphasis on the learning of the content by the student teacher instead of on teaching it to him. And in order to do that, methods that promote

independent study should be employed. There should be emphasis on library work, preparation of term papers, assignments, individual and group projects, field work and studies, etc., to meet with the requirement.

The teaching in the college classrooms should more or less be practice-oriented. It should be done in real situations of schools and with reference to real problems of teaching. The pre-student teaching sequence in this area should include all sorts of experiences in guided practical work and guided observation and study of school practices.

In the area of practical work, activities such as mentioned below, can be undertaken.

1. Planning the year's work.

2. Preparing Unit Plans and Unit Tests.

3. Preparation of instructional material to include teaching units, resource units teaching aids and such material required for learning according to the needs of the learner and of the subjects of study.

4. Preparation of assignments, tests exercises and things of the kind

5 Planning projects, field trips, extra-class programmes and activities cooperatively with students and teachers.

6. Planning evaluation programs and securing suitable tools of evaluation.

We have tried some of these things in our college and they seem to produce satisfactory results The point to be noted for all these suggestions is the use of workshop method of doing them. And secondly, doing them before the practice teaching starts. From this experience I am taking a hint and say that such approaches can achieve integration of content and methodology. The objectives of teaching (i.e., behaviour and content), the learning activities and evaluation fuse together to direct and feedback the instructional process. In preparing a year's plan of work the courses of studies, the subject matter therein and the objectives of instruction are to be looked into. In preparing a unit plan, the content analysis is attempted, the objectives and activities are selected and the outcomes are evaluated. In preparing resource units the additional and new knowledge have always been sought for. The same is the case with the preparation of assignments, instructional units and material aids, projects, etc. The content of education in general and that of teaching in particular can be integrated by adopting such procedures of teaching in teachers' colleges. The student teacher will thus realise the need for various methods for various contents at different levels. He will learn the content and will be able to judge it, modify or

enrich it if he finds it necessary. He will also know the distinct nature of the content and also the sequence in its organization. He will visualize the relation among the various units of teaching and also among the details of the same Unit.

These are some of the ideas on integration of content and methodology, I have put before you. There can be many more also. I hope that the presentation will make us think of the problems of integration. I have restricted my presentation to a limited topic within the broader area of teacher education curricula; problems of integration and interdisciplinary approach. I need not say that the teacher who has passed through such stages will implement the practices which are dynamic and flexible.

UDAY SHANKER

An Experiment in the Integrated Scheme of Teacher Preparation

A four-year integrated course (after Matriculation) for the preparation of Secondary School teachers was started in the College of Education at Kurukshetra in July, 1960 on the recommendation of a Committee constituted by the then Punjab Government. This idea was put forward to the then Punjab Government by late Dr. A.C. Joshi who after his visit to America was convinced of the better method of teacher preparation as followed in the Teacher's Colleges there, where academic and professional courses are taught simultaneously rather than successively as has been done in this country.

In the beginning the courses for the scheme were so devised as to prepare subject teachers with more thorough and deeper background in their subject areas. For example, teachers for mathematics were to have more papers in mathematics with other minor courses in other subjects. Similarly, teachers for English or Hindi were to have more papers in the languages as their major subjects with some courses in the minor subjects. But, the graduates of this scheme were not allowed to do their M.A./M.Sc. even in the University at Kurukshetra on the plea that the graduates did not fill the required prescription for full B.Sc. or B.A. Degree to claim admission in M.A./M.Sc. Graduates seeking admissions for M.Sc. in Chemistry, for instance, were refused admission on the plea that although they were B.Sc. with major Physics but had not done encugh Chemistry. To avoid this difficulty the scheme of courses had to be revised. From 1965 or so the four year integrated course was brought at par with ordinary B.A./B.Sc. courses prevalent in the University with, of course, additional professional work equal to the B.Ed. Degree and from 1967 the degree formerly called as B.A./B.Sc. (Education) was redesignated as BA/B.Sc., BEd.

It may be mentioned that the initial idea of starting this four-year integrated course was to attract some really bright students who after training could be sent to selected secondary schools to tone up the process of education by throwing as it were, in the multitude of ordinary teachers, a handful of what could be called

as "Quality Teachers". For this purpose only first class matriculates were to be admitted to the first year and to attract good talent, the Government made provision for:

(a) No tuition fees to be charged.

(b) Stipends of Rs. 25/- p.m. to be given to 50% of the students; and

(c) Jobs were reserved for those who passed successfully in certain selected secondary schools where their progress was to be watched and some who did good work were to be given one or two extra increments. This provision, however, was not implemented as all these graduates have to compete for jobs with other trained graduates.

There was a lot of rush in the earlier years and the scheme went on even after the course contents were revised, though keeping the time as four years.

CRITICISM OF THE INTEGRATED SCHEME

But, as is commonly known, every innovation has lots of resistance and criticism. This scheme was no exception. Some critics without, of course, any study or basis expressed their views that the trainees were not as good as the ordinary trained graduates. Others criticised that they were immature as five year's work could not be satisfactorily done in four years.

ATTEMPTS TO MEET THE CRITICISM

To meet the first criticism, the then Punjab Government sometime in 1964, appointed a Committee of experts under the Chairmanship of Shri A.C. Deve Gowda the then Director of DEPSE. The purpose of this Committee was to compare the performance of the two sets of trainees. i. e., those from the College of Education, Kurukshetra and from the Colleges in Patiala, Jullundur and Chandigarh from where ten best students were drawn for the comparison in their performance in theory and practical skill in teaching. The report of the study is not available but in a demi-official letter dated 29.7.1968 the then Joint Director Sri K.N. Dutt said that the Kurukshetra College of Education boys did much better both in written papers as well as in practical skill in teaching than the candidates from Patiala, Jullundur and Chandigarh. The University Grants Commission Committee also reviewed the working of the four-year integrated course in July, 1968. The Committee was of the opinion that the students of the four-year integrated course were satisfied with the course and that they were better motivated which resulted in their faster and better achievement than those of their comparable groups in the University. One advantage of the scheme cited by the University Grants Commission Committee was that it enabled the

students of low income group to continue their higher education. The University Grants Commission Committee even recommended that this scheme of teacher preparation be thrown open to other students of the University and not to confine to only 100 students of the College of Education as in that case the cost will be reduced. The Committee also suggested to compare the performance of these graduates with other teachers trained through successive method of teacher education. So a more systematic study for comparing the performance of the trainees of the two types was undertaken in the department of Education. The study has since been published in the form of a Monograph with a foreward by Late Dr. A. C. Joshi, the originator of this idea in this country. This study compared the academic performance of the four-years integrated course students with ordinary Arts/Science graduates of this University. Also, the performance of these trainees in professional subject as well as in practical teaching were compared with the performance in these areas as shown by the ordinary B.Ed. students who joined one year B.Ed. class after obtaining the graduate degree. The study also was made of the interest and motives in the profession of teaching in the case of two sets of the trainees.

It is interesting to note, as could be made out from the published research Monograph containing the research findings, that in the academic field in almost all the areas in Arts/Science subjects, the trainees who followed the four-year integrated course did better than the ordinary graduates of this University in the same Arts/Science subjects when the courses were exactly the same. In the professional subjects as well as in practical skill in teaching the trainees of the four-year integrated course did, on the whole, better than the ordinary B.Eds. who joined the one year B.Ed. Course after obtainining the first degree.

The trainees of the four-year integrated course (as revealed from the Interest Inventory devised for the research study) showed better interest in teaching as a profession and chose it as their career not for financial reasons but more for social service, national development and such like aims or motives rather than only finding it as a means of livelihood.

With regard to the often quoted shortage of time, i.e., four-years instead of five years, it could be mentioned that the students for the four-year course have longer working hours and have more working days, as during the year the vacations (Autumn, Winter and Summer) are cut down. Calculated in that manner it could easily be said that one year of the four-year course is almost equal to a year and a quarter of ordinary Arts/Science College. There is, of course, no remedy for any prejudice, if people do not try to apply their minds to the reality of the situation.

In this connection, it may be pertinent to mention that in this course there were all first class students who were intrinsically bright and the bright could easily throw in more mental energy and learn up things better and quicker than the ordinary or common students. In theory we do accept that the bright can learn at a quicker pace than the mediocre but in practice we easily forget this basic truth.

In any case there has been criticism against this scheme from the beginning although there do not seem to be any valid grounds. On the other hands, it may be said that the scheme has given good dividend in the form of better prepared teachers who have been quite welcome in the schools wherever they have gone.

Even a reference made to the Inter-University Board regarding the recognition of the B.A./B. Sc., B Ed. Degree of this course on an All India basis as equal to B.A., B.Ed. did not get an encouraging response and the University in the last meeting of the Inter-University Board at Madurai had to withdraw the item of recognition of this B.A./B.Sc., B.Ed. Degree course from the Inter-University Board and to take up the matter with individual Universities on reciprocal basis in the Equivalence Committee. About thirteen Universities had recognized this degree equal to ordinary B.Ed. Degree earlier and quite a few have now recognized it equal to their B. Ed. Degree. Due to public criticism and otherwise, the Haryana Government stopped admission in this course from 1969 session.

But, the University felt the need to review the scheme to meet the main criticism and the Academic Council resolved to set up a broad based Committee of experts to go into this question and make its recommendations. The Vice-Chancellor sometime ago set up the Committee under the Chairmanship of Dr. A. C. Joshi who unfortunately could preside only over the 1st meeting before his untimely death. Shri J. P. Naik was appointed as Chairman in place of Late Dr. A. C. Joshi.

The whole scheme with regard to its duration, course contents, evaluation or the scheme of examination has been reviewed so that the candidates who join this course do not suffer from any difficulties in their career as teacher or for higher studies. Unfortunately we in this country live in an environment where uniformity is so essential and any deviation from the beaten track, even if useful and effective, is considered as something suspect. But, we have also to fall in line with the thinking of the wider world outside. There is no doubt that in many countries big or small the schemes of teacher preparation are of the integrated type where academic and professional training are done simultaneously and to separate the academic from the professional is considered something unnatural. Such a system of teacher preparation has been followed, for example, in America, Russia, Japan and a large part of Europe. Even in the conservative country like England, Robbins Report recommended that "the Colleges of Education should develop courses of concurrent nature-

liberal in content and approach although directed towards professional growth that lies ahead". There has to be some sort of professionalization of contents as emphasised by Professor W. C. Bagley of Columbia University, which meant that "the prospective teacher should learn his subject matter with the attitude that he may be required to teach it and that while learning it, he should also know, to some extent, how to teach it". Such an attitude towards teaching could be built up only slowly when the youngster starts his teacher preparation and hence on all counts nobody could find fault with the scheme of teacher-training of the integrated type. The question of duration, of course, could be considered. There is no sanctity about four years. The course could be of five years, as in the case in some states in America for example, in California. Keeping these points in view the Committee has submitted its report with the following recommendations:

(a) In order to meet the criticism often levied against the Kurukshetra Scheme and to avoid any difficulty of any sort to the trainees in their careers, this four-year integrated course could be organized as a five-year integrated course by admitting matriculate students with at least 55% marks, in the 1 year or Higher Secondary/Pre-University pass candidates with at least 55% marks in II Year and to make them follow the academic courses of the B.A./B.Sc., standard on the academic side and B.Ed. Courses on the professional side.

(b) During these five years the professional courses could start in the third year and followed through fourth and fifth years. The examinations in some of the papers could be held in the fourth year and other papers in the fifth year as is done at present in the III and IV Year.

The actual details of the spread and staggering of the courses could be taken up later, by the Board of Studies in Education and recommended to the Academic Council.

(c) In the professional courses, there should be an additional paper on "Modern Problems of Education in India" since the time in the five years' scheme will be more and since the professional courses are, at present, somewhat less than what is prevalent in neighbouring universities, although the professional courses followed, at present, are quite enough for giving the would-be teachers essential concepts, ideas and skills for becoming effective teachers.

(d) To provide some incentives to attract good students it was recommended that stipends of Rs. 50/- p.m. be given to all the trainees, if finances permit, otherwise to at least 50% (as at present) on merit. The

possibility of giving loan scholarships to the trainees should also be explored.

(e) The staff of the University departments be involved in teaching the academic subjects as far as possible, as there may be some administrative and practical difficulties.

These recommendations have been sent to the Vice-Chancellor and let us hope the state government is approached by the University in an effective manner so that this scheme of teacher preparation is resumed in its modified form, as there is no doubt that teaching being a profession like medicine, law or engineering, the academic and the professional preparation should go on side by side. It may be suggested to review the existence of separate training colleges and to seriously consider if teacher training programmes could be located in good Arts/Science Colleges. We, in this country are poor, but we are also wasteful. Some American educationists have expressed the opinion that they in their country could not afford the luxury of separate training colleges as we have in India for about 200 students with separate building. staff, equipment, library, play-grounds and other amenities as in a full fledged college. The richest country cannot afford the luxury of separate training colleges for a small number of trainees but the poorest country has over 300 such training colleges. To exercise economy and to have better results I venture to make a bold suggestion that separate training colleges be closed down or be converted into Arts/Science Colleges also and the Arts/Science Colleges in turn should have Teacher Training Programmes also organized there under the control of a Dean, or Director as head of the Department of Teacher Education like other heads of Departments of academic subjects as to separate the academic from the professional is unnatural.

NARDEV S. KAPRUAN

Teacher Education Curricula :

Integration and Inter-disciplinary appraoch

The curricula of Teacher Educarion depends on two factors :

1. Aims of the Teacher Education programme;
2. Duration of the course.

I want to discuss the issue from the standpoint that integrated courses in Teacher Education are sound, limiting myself to the Secondary Teacher Education.

If we aim to prepare a teacher who is competent enough to successfully organise the educational process of pupils both in the classroom and outside the classroom and be a creative teacher we need a teacher well developed not only physically and socially but also conscious enough politically.

Integration of content and methods helps in preparing a teacher who is not only a good lesson giver but also a good guide of the pupils as this approach helps him to develop devotion towards the teaching profession and right type of attitudes and skiils necessary for the profession. At the same time it helps in developing better insight into the teaching-learning process of pupils.

The teaching of contents and methods at one place facilitates in establishing the internal links of the subject and the method. This also helps in bringing corresponding changes in the curriculum of content subjects whenever there is a change in the school curriculum. This cannot be achieved when professional pedagogical education takes place at one place and professional special education takes place at another place.

This leads us to the conclusion that we need to increase the number of teachers' colleges with integrated courses. To decrease the cost of preparation of teachers, it would be worth trying to start preparation of teachers of a number of specialities at

one place. For instance, along with others, teachers of music, drawing, painting, physically handicapped children, physical education, etc, can be prepared in one and the same institution.

Such integrated courses must be tried in the Universities. So far no university has come forward to implement the Education Commission's recommendation in this respect.

Now, coming to the curriculum of such Teachers' Colleges which organise instruction through integrated courses (duration 4-5 Years) it is worthwhile to consider the following groups of disciplines :

1. Social-Philosophical
2. Pedagogical-Psychological
3. General educational subjects
4. Special subjects

1. Social-Philosophical discipline :

   (a) Philosophy

   (b) Social Studies

It is necessary that students be acquainted with all the types of philosophies while laying emphasis on the philosophy prevailing in the country. This would help students to understand their culture better and to appreciate the cultural changes. This would also help them to develop their own outlook.

A subject like Social Studies may be introduced. It may comprise such themes as constitution of the country, economic development of the country including the public, private and co-operative sectors, history of Independence movement in the country, collaboration of the country (India) with other countries.

When we say that a teacher should prepare the pupils for life, we shall have to consider the various aspects of life in the preparation of teacher. One aspect is political consciousness Therefore, there is necessity of making the would-be teachers not only aware of but also educating them about the political system in the country. This is significant when we say that teacher should lead the community and especially the rural community.

3. Pedagogical-Psychological disciplines

   (a) Theory of Education

(b) History of Education

(c) General Psychology, Developmental Psychology and Educational Psychology.

(d) School Hygiene or Health Education

In the course on History of Education it would be worthwhile to discuss the history of education in relation to the changes occuring in the development of society. An effort must be made to relate the socialist aims of Indian Society and the necessary changes required in the educational system of the country.

In Psychology curriculum such topics be included which are related to the speciality of the Development. For example, in the Department of foreign lauguages, 'Psychology of teaching foreign languages'; in the History Department 'Psychology of formation of Historical Understanding'; in the Philological Department 'Development of model thinking', 'Literary abilities'; in the Mathematics Department, 'Development of mathematical abilities'. This kind of special treatment to the disciplines would develop interest in the subject of Psychology as well as in the subject of speciality.

3. General educational subjects:-

(a) A foreign language

(b) Physical Education

There must be provision for a number of foreign languages in the curriculum. The students should be free to choose one out of 3-4 foreign languages.

This would facilitate our pedagogue to have direct access to the pedagogical literature and the literature connected with his speciality. He would not wait for translations.

4. Special Education (content education)

Under this group they would study related subjects out of which they are going to teach one or two in the school (say for instance Physics, Mathematics, Geography, Languages, etc.)

Pedagogical Practice :

With regard to pedagogical practice it would be useful to prescribe the following:—

In the process for practice, the student-teachers should improve and recostruct the methods and means of instruction of one and the same material in parallel class taking into consideration the peculiarities of every class.

The student teachers should participate in the work of the class-teacher, Their acquaintance with the annual plan of the teacher is essential.

The student-teachers should help in organising all the co-curricular activities of pupils.

The principle of linking instruction with social work must be followed. In this connection it will be fruitful if student teachers are required to participate in the organisation of Boy Scout and Girl Guide camps for pupils. Student-teachers should be oriented to share the responsibilities in organising camps for students which have been started by NCERT for developing National Integration. The student-teachers of II year or III year of the four year course in Education must be required to undergo this venture.

The student-teachers of II year may conduct same educational activities in the III, IV and V classes. It may help the student-teachers to equip themselves sufficiently with abilities and skills of working with young pupils.

A seminar on pedagogical practice may be organised throughout the period of Practice. It will help in combining deep and wide theoretical knowledge on pedagogy with the inculcation of necessary practical abilities and skills. The seminar may be utilized to acquaint the student-teachers with different kinds of documents connected with the pedagogical practices. Individual consultation and collective discussion may be held on the activities to be conducted by student-teachers.

In the end I want to mention about the use of innovative school practices in the professional training of teachers. It has two aspects:

(I) Innovative school practices forming the part of the curriculum especially in methodology papers and school organisation and administration.

(II) Innovative school practices being used as examples to illustrate the various methods of teaching school subjects and practices of school administration.

Lastly, the inter-disciplinary approach is worth trying. Department of Biology and Geography can coordinate their resources to deal with areas like Ecology. Similarly Department of Geology and Geography can co-operate in areas like Geomorphology.

Similarly researches in areas like Political influence in Education can be attempted through inter-disciplinary approach.

Educational planning can be done in collaboration with the specialists of education and related disciplines.

K. SIVADASAN PILLAI

Teacher Education in the Seventies

The Regional Meeting on Curriculum Development in Teacher Education in Asia which was convened at the Asian Institute for Teacher Educators, Philippines during September-October, 1969 made the following significant suggestions for improving the curriculum for Teacher Education in Asia:

"1. The development of a common teacher education programme which will meet the needs of all prospective teachers whether they intend to teach in the primary or the secondary grades of the school.

2. The development of this programme on the basis of an integrated curriculum which should lend itself to adaptation in order to suit the conditions and requirements of each type of teacher education in the transitional stage."

In order to implement this change a phased programme was also suggested. The following are the major steps; "(i) identifying curricular elements which are common in the preparation of teachers at the two levels and incorporating them in their respective curricula; (ii) facilitating movement of teacher educators between the two types of training institutions; (iii) arranging for the sharing of facilities and teaching resources by teacher training institutions and (iv) establishing in secondary training institutions parallel arrangements for the preparation of teachers and teacher educators for first level education".

The meeting further identified certain broad areas which the common professional curriculum for the education of teachers for both primary and secondary schools should cover. They are "(1) Foundations of Education - Philosophical, Psychological and Social, (2) Teaching materials and methods, evaluation and research, (3) School organisation and administration, (4) Student teaching, (5) Community and adult education, (6) Health and Physical Education, (7) Practical arts and (8) Education for recreation and leisure".

If these suggestions are fully implemented, it is hoped that it will unify the teaching profession, provide for the mobility of teachers from one sector of education

to another, encourage the establishment of a common pay scale for teachers and do away with the artificial division of the school programme into primary and secondary. These revolutionary changes are expected in the field of education during the seventies for which 'reorganising and vitalising' teacher education is the preliminary step.

In most states in India teacher education institutions for primary and secondary level teaching have been isolated from one another, isolated from schools, and isolated from the Universities, and the efforts made to break the isolation have had only partial success. When the Government Training College, Trivandrum came into being both graduates and under-graduates were trained in th same institution. Later when more and more training schools were started there was no need for a common programme. Now in Kerala there are 19 Training Colleges and 105 Training Schools. Institutions under the government sector are rather few when compared to that of the private sector. There are nursery teacher training institutions, language teachers training institutions, Hindi training institutions and Rural Institutes dealing with various aspects of professional preparation. The University Department of Education, Trivandrum offers M. Ed. and Ph. D. Programmes. This is the only one of its kind in Kerala. It is said that "the destiny of our nation is being shaped in her class-rooms". If this is accepted one would not hesitate to admit that the standard of the schools and students depends on the teachers and that of the teachers, on the type of training imparted to them. Herein comes the vital role of teacher training institutions. The concept of teacher education has dethroned teacher training as 'training implies learning for use in a predictable situation and education implies learning for use in unpredictable situations too'. We want teachers who are capable of adjusting properly to the new and unpredictable situations. Society is everchanging. Customs and manners that were prevalent yesterday are not there to-day. Tomorrow new ideals and ideologies might come up. It is expected of the teacher to be a 'friend, philosopher and guide' to his students. A new perspective is necessary to equip the student teacher with all the necessary abilities and vitality.

The minimum qualification of entrants to the secondary teacher education institution (training college) is graduation while that for the primary teacher training institution (training school) is only a pass in the S.S.L.C. This being the case a question may arise as to how one can think of a parallel course for both categories. In the light of the improved syllabi and the explosion of knowledge taking place, a primary school teacher should be at least a pre-University or pre-Degree holder if not a graduate. Considering the large scale unemployment of the educated, especially in Kerala, one has to think of giving further education and putting restrictions on those who opt for professional course. If after successfully undergoing a professional course, one switches off to some other profession or is left unemployed the wastage

on the part of the state exchequer is rather high I don't find any harm in fixing graduation as the minimum requirement, at least in future, for entrance to the teaching profession.

The duration of the teacher preparation course also varies from one to two years. At present, the S.S.L.C, holder is given a two year course and the graduate one year course. If we want to equip a graduate with all necessary qualities expected of a good teacher, it may require nothing less than two years. The present course is not doing justice to the profession and to the trainees. In fact, since the selection is delayed and examinations are held earlier, the time available is only about seven months including the time spent on practice teaching. Improvements have to be made in this area also. It would be *wise to have block teaching practice periods, one immediately on enrolment and the other after the theories are discussed in class and model and criticism lessons are conducted in plenty.* If the course content envisaged by the Regional Meeting is accepted naturally it will require two years.

At present the strength in these institutions varies largely. While in Kerala, the training schools have a maximum strength of 40 in two batches, the training colleges have a minimum strength of 120 and a maximum of 200. There are institutions catering to about 4000 student teachers in one campus, in Asia. In Kerala even the largest Arts and Science College does not have more than 2 to 3 thousand. If the idea of comprehensive Colleges of Education is accepted we can also think of large institutions. Otherwise the present strength has to be decreased or the number of members of the staff increased to keep the teacher student ratio at 1:10. In Kerala there is no problem of backlog of untrained teachers. We have the problem of employing the trained teachers. The fixing of teacher student ratio at 1:30 in high schools and sanctioning extra hands as envisaged in the Deve Gowda Commission are worth considering in order to solve this problem. "The adoption of methods and techniques directed primarily towards promoting a spirit of enquiry, self study and group work in the students" is considered most important in the field of teacher education.

Teacher preparation involves basically one's education *as a person, a professional, a community leader and an agent in promoting social change.* As a professional the teacher has to be (1) a master of the content of the school subjects which he is expected to teach, (2) a master of the art of communication, (3) well versed in the study of child development and of human behaviour in general, (4) well versed in the science of education and (5) interested in educational research. The competencies expected to be developed by teacher education may be termed as subject matter competencies, presentation competency and professional decision making competency. In developing countries, in the seventies and in future, the

teacher is *not merely to be educated as a class room teacher but also as a community leader.* The concept of education as an investment requires that the teacher should be required to play a role in nation-building activities, in co-operation with other agencies. Education is no more conceived of as a process merely for the transmission of social heritage. It is also to be used as an instrument for the renewal of culture. A curiosity to learn and to keep oneself abreast of the times and a spirit of dedication to the cause of education are expected of a prospective teacher.

A running scale for teachers at all levels is only a dream now-a-days. But one can aspire to have this ambition fulfilled in the seventies. Qualification based pay-scales have been recommended by the Kothari Commission irrespective of the level at which one is working. Then only better qualified persons will be attracted to the lower classes. Providing higher scales of pay for better qualified teachers is advocated. Naturally, the teacher educators too have to be of the higher strata of academic and professional competence. A Master's Degree in a school subject plus a Master's degree in education can be fixed as the minimum qualification for a teacher educator. It is advisable to have at least half the number possessing research degrees. Further, it should be made obligatory on the part of every teacher educator to take up a research project each year. It has now been realised that College lecturers also require some professional preparation. If this is conceded the task of the teacher educator will be very heavy and his status will automatically be improved. One can look forward to the seventies as a decade providing for an all-round improvement of teacher education.

D. R. VIJ

Innovations in Teacher Education in Punjab

We propose to discuss only those major innovations in the field of Teacher Education which either have come about or have been brought about either by the Universities in the State or by the Punjab Government during the past three years.

Projects Which Never Materialised

It would be in the fitness of things to refer first to those projects, 'fresh experiments', and ideas which got sufficient publicity in our State three years ago (they also found a place in the book: Education of Teachers in India) and which by all means were very much round the corner then, but many could not stand the test of time. To point out a few, nobody in Punjab now talks of a Degree-cum-Training College and the 'new' suggestion that the Education Faculties should be added to Multi-Faculty Arts and Science Colleges in the State has also not been found to be practicable and 'concrete'. With revolutionary changes in the programme of training under-graduate teachers, the scheme of having composite training colleges is also automatically abandoned.

Elementary Teacher Training Revolutionised

If one were to name the most important innovation in the field of Teacher Education in our State (perhaps of its own kind in the country as well) during the very recent past, it is 'In-service Training Programme for the Primary School Teachers, it is discussed below in some detail.

It was in 1958 that Post-Matriculation Teacher Training Course in Punjab was raised in its duration from one year to two years, the purpose being to give to the prospective teachers of primary schools a good grounding in content courses and professional methods and techniques. During the 60's we used to produce about 22,000 teachers every year, with the result that primary schools and the employment market were flooded with trained elementary school teachers. The position by 1970

was that there was absolutely no backlog of untrained teachers and practically no working primary school teacher in Punjab was untrained.

There is every reason for us to feel satisfied and even proud of such a unique position but the growing number of Junior Basic Trained Teachers posed serious problems of wastage and unemployment.

Determined to meet this twin challenge of wastage and unemployment and also realising the importance of in-service training for continued professional growth of teachers in this age of rapid advancement of knowledge and techniques of teaching, our Government took the decision of closing down pre-service training institutions for primary school teachers throughout the State and instead undertook the stupendous task of imparting in-service training to its 32,300 teachers working in the primary schools of the whole State.

A Big Start and a Fruitful Experience

The first course under the new scheme was organised from 15th July to 14th August, 1970 and by now we have been able to run six such courses. The number of teachers who have been able to avail of this opportunity is 3,137. For trainees, these courses have been a mixture of hard work, disciplined life, and professional growth. In their own words, 'the experience is both refreshing and memorable'. Reluctance and resistance which were very much visible from their faces in the beginning of the course, soon gave way to happiness and thrill of working together, living together and learning together.

Some of the main features of this training programme are:—

1) Each course is of one month duration.

2) There are ten Centres in the whole State for conducting these courses.

3) The number of teachers per training centre is now 100. (Previously it was 80).

4) The programme is compulsory for all primary school teachers, the only exception being those who are to retire within one year of the start of the in-service training courses.

5) The course is residential - every trainee is required to reside in the hostel for the full period of the course.

6) All trainees are treated on duty.

7) Approximate cost per trainee is Rs. 100/- and the total cost per training course is to be one lakh. (Previously it was Rs. 80,000/-)

8) The expenditure on this training course will be out of the Annual Plan of the State. Separate and regular provision has now been made in the Budget outlay in respect of this in-service programme.

9) Sanction has also been accorded to all the Centres for purchasing books, projectors, filmstrips and other audio-visual aids which are useful for the in-service training course.

10) The main persons who run these courses are the members of the staff of the institution where the Centre is located. Assistance and guidance are provided by the already established agencies - the Science Institute, the Agricultural Unit, the Evaluation Unit, the Guidance Bureau and the Audio-Visual Aid Unit.

11) The trainees are kept fruitfully busy from 5.00 A. M. to 9.45 P. M.

12) The total number of working days during the month is twenty-six.

13) The supervision and guidance are provided by the Headquarter Officers and the Circle District Education Officers. Assistant Education Officer (Physical) and Block Education Officer are also required to visit their Centres at least twice a month.

14) Last week of the course is used for imparting general type of training and for evaluation purposes.

15) At the close of each in-service training course, a test is held by the Assistant Director (Examination) in co-operation with the Evaluation Unit. Certificates are issued to successful trainees.

This, in brief, is the account of the new project which the Department of Education, Punjab Government has tried quite successfully during the past session. We hope to go ahead with it with greater zeal and better execution.

In-service Training Course for Science Teachers

In-service training courses in General Science for working elementary school teachers are also being organised separately by the Director, Science Institute, Chandigarh.

Special grants by the Department and also by UNESCO are sanctioned for the purchase of Science material, Science books, and teaching aids for strengthening the teaching of Science in the primary schools of Punjab.

B. Ed Curriculum Overhauled

It so seems that the two major Universities of the Punjab—the Punjab University, Chandigarh and the Punjabi University, Patiala have vied with one another during the recent past in reforming their B. Ed. Programme and it is correct to observe that the B. Ed. Curriculum stands overhauled.

Changes by the Punjab University

The B. Ed. students of the Colleges of Education affiliated to the Punjab University will now onward (i. e., from 1972 examination) have a totally changed scheme of examinations, syllabi and courses of study. Some of the important changes are listed here.

1) The number of theory papers has now been reduced from seven to six. The paper on General Methods of Teaching goes away.

2) The paper on School Organisation has now been named as School Organisation and specialisation in an area. And for Specialisation, one can opt for any one of the following:—

   Educational and Vocational Guidance, Audio-Visual Aids, Basic Education, Social Education, Yoga Education, Educational Planning and Financing, Curriculum and Text Books, and School Library Organisation.

3) Weightage given to the sessional work is now much less—total marks for this are reduced from 200 to 100.

4) The study of Craft as such goes away. Now in the new Scheme, it is included as a hobby under sessional work and as work experience—Art and Craft under Part III of the University examination.

5) Efforts have been made to remove the deadwood from the syllabus of each theory paper and thus make it more uptodate and also functional.

Changes by the Punjabi University

Here again, the change worth mentioning has been in the B. Ed. Curriculum.

1) Marks for the sessional work have been done away with. From this year (i.e., 1971 examination) the candidates are to be assessed in the sessional work on a 5-point rating scale—Good, Very Satisfactory, Satisfactory, Fairly

Satisfactary, and Not Satisfactory. The award to be given by the College, shall be shown in the Degree so awarded to the candidates.

2) More weightage has now been given to the practical work in Skill in Teaching. Total marks for the same have been increased from 200 to 300.

3) But for Teaching subjects, there is now no option in theory papers. All the five papers—Principles of Education, Educational Psychology, Methods of Teaching and School Organisation, Indian Education and Guidance and Evaluation are compulsory. The syllabi for all the theory papers have been recast, brought uptodate and made more practical.

Orientation Course for New Lecturers in Government Colleges.

Though not a new practice, the orientation course being organised by the Department of Education, Punjab Government for the last several years for the benefit of newly recruited lecturers in Government Colleges, does deserve a mention here.

These courses are usually held in some Government College of Education in the State and the responsibility of conducting the course is usually given to the Principal and staff of that institution. The courses are held during Summer Vacation and the duration of each is one month. The trainees are treated on duty and the expenses - T. A. and D. A. are also borne by the State Government. The experience in this respect has been encouraging.

Since the course is meant only for the untrained lecturers, the content and the programme of the one-month training is so designed that the trainees are able to learn only the fundamentals of Education. They are given an opportunity to live and learn in a training college atmosphere for one month. We have seen a healthy and positive effect of those courses on the attitude of the trainees towards the teaching profession.

Orientation Course for Teacher Educators

With a view to making the programme of the switch over to regional languages as a medium of instruction in Arts Colleges and also in Colleges of Education, the Department of Education in collaboration with the Punjab State University Text Book Board has launched upon another useful project. During the out-going session, the Department organised a few courses at different places in the State where College teachers and teacher educators were acquainted with the new terminology which they were expected to use while teaching their subjects.

Innovations in the Offing

If recommendations, general or specific, are any indication of the shape of things to come, it becomes essential to include in this brief paper some of the important recommendations which were made in July, 1970 at the Punjab State Education Conference. The recommendations are of general nature and they are:

1) The duration of the B. Ed. Course should be two years instead of one.

2) Teaching practice should be made more functional and its duration should range from 3 to 6 months.

3) The Colleges of Education should be made residential as far as possible.

4) A few Colleges of Education should be made autonomous. They should have full freedom in respect of curricula, evaluation, and methods of teaching.

This in brief is the story of 'Innovations in the field of Teacher Education in our State' during the past few years and as stated earlier the report does not include the attempts in this direction being made by individual colleges of education at their own level.

Conclusion

Any talk of innovations in a particular field may give us the impression that all is going well on this front. This may not be true. We can't ignore the fact that during the past years there has been an alarming deterioration in the quality of Teacher Education in our State. We have sacrificed quality for quantity, Prof. Suraj Bhan, the Vice-Chancellor of the Punjab University, was very true when he remarked in his inaugural address, referred to earlier, that, "our Colleges of Education have become so soft and have so much forgotten the fundamental values that one hesitates to call them the real training colleges for teachers, much less the Colleges of education".

It is with this background in mind that we should plan our future programme of action.

By nature Punjabis are optimistic. They believe in action and they are known for their determination to go forward. True that Teacher Education in our State is not as it should be but we are very confident of its bright future.

I. SHIPSTONE

Innovative ideas and practices

at Isabella Thoburn College, Lucknow

Isabella Thoburn College has completed one hundred years of innovative service and is now preparing for new experiments in the decade ahead.

I. PROGRESSIVE PRACTICES IN VOGUE

1. Improvement of teaching staff

Since its inception the College has followed the practice of providing for Sabbatical Study Leave for its teaching staff. *Every permanent Lecturer is given leave with salary for one year after five or six years of continuous service in a permanent post.* The College helps in finding scholarships or helpful teaching experience for its lecturers for the year of leave. Thus twelve of the present thirty-three approved lecturers have had experience of foreign travel, study, or/and teaching while serving on Isabella Thoburn College staff. Of these seven have had the additional experience of teaching for one year in some foreign university or college besides study in foreign universities.

2. In-service training for teaching staff :

In the last seven or eight years the College has made effort to provide in-service training to its lecturers by participating in national or state institutes, seminars, programmes by arranging workshops, institutes, seminars at the College for its own lecturers and for lecturers of other degree colleges by special orientation of new lecturers at the beginning of the year.

3. Staff amenities :

Unmarried lecturers are provided free housing on the College premises. All lecturers have free medical aid upto a certain amount.

4. Orientation of new students :

Every year since the last 25 years or so, the College holds an Orientation Programme for a week or ten days for new students. Some of the things included in this programme are library orientation, sound study habits, reading skills in English and Hindi, practice in fundamentals of some subjects before starting regular teaching. This provides students with a basic familiarity with College work before actual lectures begin.

5. Leadership training :

Students are organized in a Students' Government Association. Students are trained in making decisions and being student leaders. Special workshops are also held to help the students in becoming student leaders.

6. Counselling

The College maintains a service of counselling for students through its Advisor-Advisee System. Lecturers have upto twelve students in their special care as their advisees. The teacher offers special friendship to her particular charge and is available to these students for counselling.

7. National and Social Integration :

The College maintains three students' hostels and one staff hostel on an integrated basis. The College dining room, the game fields, extra curricular programmes, all provide opportunities to students to live together without any differences based on caste, creed, religion or region.

8. Language facilities :

The College promotes the use of both English and Hindi on a bilingual basis and has satisfactorily resolved the language problem of the students who join the college.

9. Library Arrangements :

The Library with 35,000 volumes serves as the centre of academic activities and is manned by three full-time librarians. *All heads of departments have library budgets for departmental libraries.* They also make recommendations for the ordering of books in the general library.

10. Moral and personality development of students :

The College provides for education in values for building the character and personality of students. Moral education is considered basic and integral to all education.

11. Extension and sharing of privileges—methods, etc. :

The College lives by its motto "We Receive to Give". It shares its blessings with the community and with other colleges and schools. Teacher Education Department provides extension of its services to higher secondary schools.

12. International dimension in education :

The College promotes teacher and student exchange. It already has exchanged or received or sent students or lecturers from or to Japan, Korea, the Philippines, the U. S. A., England, Ceylon, countries of Africa, etc.

II. Innovative Plans for the Next Decade :

1. Strengthening the base in various subjects as a headstart programme. Thus to provide two weeks special courses in basic English, basic Mathematics and basic terms in special subjects before the actual teaching of that subjects begins.

2. To provide self-study and research opportunities for the accelerated pupils and special help to the weak students. The better students will be less confined to required lecture work and will have greater freedom to study on their own with library and/or research centred assignments. The better pupils will also help the weaker students in their studies where this can be worked in the student's time-table.

3. To encourage greater participation of day students, in the life of the college by :

(a) introducing membership into a system of Hostels/Houses/Halls

(b) providing facilities in the Student Centre for academic and co-curricular activities,

(c) by encouraging study circles, academic and cultural assemblies and membership in one co-curricular activity,

(d) by providing for library periods for Science students. Arts students already have these.

4. Professionally oriented course-offering such as one year diploma courses in biomedics, biophysics, nutrition, etc., to open up more avenues of employment for women, when this is feasible.

5. To expand the teacher-education department of the College with a view to making it a separate comprehensive college of Education.

6. Encouraging lecturers to undertake small research projects individually or jointly with students : to have inter-departmental cooperation in ways that are possible

7. To seek and provide cooperation with other degree colleges by exchange or visit of students/lecturers; by organizing seminars or workshops to bring teachers of different colleges together, by promoting department-wise meetings/programmes for lecturers of degree colleges.

MOLLY THOMAS

Innovative Ideas and Practices

at Government Training College, Trivandrum

One of the serious drawbacks of teaching in Colleges is that we have all along been following the stereotyped lecture method, despite the advance in our knowledge of the psychology of learning. The teacher still tries to hold the stage and thrust knowledge down the unwilling throats of students. Every one realises the futility of this method' but very little has been done to improve the situation.

However efficient a lecturer be, his lectures will become monotonous in course of time. To alleviate the boredom and monotony, lecturers sometimes resort to questioning and discussion. But, this cannot be widely practised in Colleges owing to the large number of students in a class, lack of time, the need to 'finish portions', lack of co-operation from students and so on.

We, in our College, have been trying these methods all along, but were not fully satisfied with the results. Our special problem has been that of numbers. We have a normal strength of 200, and our Theory Classes are held for the whole group.

To make the classes more lively and effective, three years ago, we launched a new experiment—Team Teaching. This is admittedly not a new idea, but it is doubtfu whether this has been practised systematically in Colleges in India.

We started with team teaching in one subject—the Modern Concept of Evaluation and Objective-based Teaching. Two of our lecturers formed the teaching team. We were fortunate in having two lecturers who had made a thorough study of the subject and made original contributions in the field. The team planned the teaching and divided the topics between themselves. While one would present his unit, the other would freely join in the teaching whenever needed. There was such perfect agreement and understanding between them that they formed a perfect team.

The other members of the staff also attended the classes whenever they were free and made their contributions by asking questions, making suggestions, giving examples or illustrations from their special subjects and so on. The Principal also was generally present.

The presence of almost the entire staff and students added to the seriousness and solemnity of the class and everyone tried to contribute his best, motivated by a sense of responsibility.

It has been the feeling of everyone of us—staff and students alike that these were the best classes we ever had. There was close attention and active participation from all quarters.

Following this practice, we are encouraging our staff and students to freely join any class they like whenever they are free. This has many advantages. Every teacher will go to the classes well prepared and this will promote a sort of healthy rivalry among the teachers in their attempt to attract students.

I would commend these two practices to every College in our country, for besides improving the standard of teaching and learning, this will help promote discipline and a sense of purpose among staff and students.

In 1967, the Kerala University adopted a new B. Ed. Programme evolved at a conference of Training College Teachers of Kerala organised by the Department of Teacher Education of the N.C.E.R.T. under the Intensive Teacher Education Programme. The B.Ed. programme recommended by the Indian Association of Teacher Educators was adopted with suitable modifications. It may be noted that Kerala was the first State to introduce this new programme.

In this programme which includes a thoroughly revised curriculum, one cardinal reform centres round objective-based teaching. The B. Ed. syllabus itself was very vague about it and we were left to evolve our own scheme. I can proudly claim that it was our College which gave the lead in this matter also.

At a Conference held at the Regional College of Education, Mysore, in 1968 with two representatives each from the training collages of Kerala, one of our Professors presented a Lesson Plan for objective-based instruction. This was accepted as a model, and the participants were asked to prepare lesson plans in the various subjects based on this model. This forms the basis of the lesson plans now used in our State.

To acquaint students teachers with the technique of preparing such lesson plans, we hold what is called *'Lesson Plan Discussions'* in the class. The lecturer and students select a topic and discuss how it should be taught and prepare a lesson plan. This is followed by a demonstration class by the lecturer or a criticism class by a student teacher based on the lesson plan. The lesson plans prepared by joint efforts are thus put to test and evaluated. *A minimum of 10 lesson plans are thus* prepared in each optional subject. This has been found to be an effective, and practical way of training students to write lesson plans on their own.

The chief reform in teaching that is being implemented in our State is as regards objective-based teaching and testing. I can confidently assert that our College has given the lead in the matter by the original contributions of our staff, the innumerable workshops and seminars they have conducted, the articles, papers and books they have written on the subject, the lectures they have given and the demonstration classes they have conducted.

Teaching or lecturing about objective-based teaching is one thing; it is quite a different thing, and a more difficult one, to undertake objective-based teaching. Our staff were not slow to realise this, and so they have tried to combine the rwo, that is, they are trying to *plan their own day-to-day teaching on the basis of specific objectives.* We have started working out an elaborate scheme of practising what we preach.

We have an ambitious programme of *preparing lesson plans for every unit in each subject taught in the B. Ed.* class, and if possible to make them available to other Colleges. Our idea is to prepare such plans, try them out through actual teaching, evaluate them, modify them in the light of such evaluation, and then print and publish them. This, we think, will be more meaningful than a series of lesson plans prepared at the theoretical level only. But this, I am affraid, will take time. And we will also need financial assistance to get them printed and ready for circulattion. But, we believe that this is a project well worth any amount of effort and we hope that through it we can make some useful contribution to teacher education in our country.

S. K. SHARMA

Policy and Programmes of Elementary Teacher Education in Rajasthan

INTRODUCTION :

The Status of elementary teacher education in our country cannot be called satisfactory. The programmes of elementary teacher-training are more or less a miniature of the B. Ed./B. T. Syllabi in the country. They are formulated mostly under the leadership, supervision or guidance of experts in the field of secondary education. The trainers at the elementary teacher education level are by and large those who have undergone training to qualify themselves for working in secondary schools. The educational experts in our country have so far concentrated mostly on one or two elements. The feeling has been that if the syllabus or training does not satisfy the present needs then the syllabus should be made heavier and its duration may be increased. But duration is not all. There are a number of other factors—a clear concept of the job a trainee will hold, the worthwhileness of the training programme in the mind of the trainee, the first hand experience of the field by the trainers, the organisation of the whole programme to keep the trainee motivated for the total duration, the demonstrability of the preachings of the trainers through their own life and behaviour to the trainees and the certainty of getting a job after completing the training course are also some of the variables which are equally important in the making of a trained teacher who, in turn, is to be a definitely better teacher in comparison to an untrained one.

Policy for Elementary Teacher Education :

With the expansion of education in the last two five year plans the number of elementary teacher education Institutions—Government and Private also increased in the State and consequently the result was over-production of trained teachers in the third plan. The establishment of the State Institute of Education during the same period, and the publication of the Report of the Indian Education Commission in the year 1966

have made sufficient impact on the policy of teacher education in the State. The present policy is a result of constant thinking at the levels of the State Department of Education and the State Institute of Education, both individually as well as collectively. The collective thinking was done in the State-level Academic and Administrative Conferences of administrators, academicians, teacher-trainers and teachers. The present policy of the State Government can very well be defined as under :—

1) All teachers in Primary and Upper Primary schools should be trained.

2) Those newly recruited should necessarily be trained and untrained ones should not be given appointment.

3) The Elementary Teacher Training programme should be realistic in terms of the job a teacher has to perform, and according to the conditions and needs of the field.

4) The production of the trained teachers should be according to appointment opportunities in the State.

5) Those who were recruited sometime ago and are untrained should be provided training facilities (in view of their family responsibilities, age, economic status, and length of service) through correspondance courses.

6) The teachers who were recruited long back and are under-qualified to get admission in regular training schools or correspondance courses should also be provided special training opportunities because they do more harm to the children of the community than they do to themselves.

7) A teacher who has once undergone a pre-service course of training cannot and would not remain competent for working efficiently for the whole period of service. He cannot face new problems, and undertake new type of job responsibilities that come with the change of time. Hence the pre-service training should be followed by an effective in-service programme through Refresher Training Centres with proper intervals.

8) The elementary teacher training courses in the state should have parity with such courses at all-India level.

9) High priority should be given to the making of pre-service and in-service training effective and purposeful. They should be examined and evaluated from time to time. Every precaution should be taken for sustaining dynamism in those courses and maintaining their organisational aspect so effective as to bring the desired results.

The Implementation :

Implementation of a programme can be viewed at various levels—The Government, the Directorate of Education, the Academic Institutes in a State, the District as well as Divisional level administration, and the Training School level including the teacher trainees. The following aspects of the implementation of policy mentioned above are required to be highlighted.

1. **The Pre-service Training :**

The Elementary Teacher Training Course has been revised and its duration extended from one year to two years. The new syllabus has been prepared by the State Institute of Education under the expert guidance of a Committee constituted by the State Govt. The job a primary school teacher has to perform and some other factors as enumerated in paragraph one of this paper have been given due place in it. This has been introduced since July 1968. The Govt. is at present running seven Elementary Teachers Training Institutions—six for women to meet shortage of women teachers and one for men. The Elementary Teachers Training School for men teachers offers science-biased course to meet the shortage of science teachers in primary schools of the State. In addition to these, six teacher training schools are being run by private agencies. One amongst these is for women teachers and the rest are co-educational Institutions. The Government has framed a clear-cut policy in respect of recruitment of trained unemployed teachers. They are appointed on the basis of a merit formula on year to year training basis for ensuring certainty in employment.

One more type of pre-service training is provided to teachers in the State through Handicraft Training Institutes. The State has two such institutes. One is a private institute while the other is run by the Government. They serve the need of teacher-trainers and teachers for teaching Craft or the newly introduced subject—"Work Experience" at the level of Teacher Training Institutions as well as upper primary schools. Formerly the duration of the Course was one year. Now the syllabus has been revised and the duration has been extended to two years. The new syllabus is to come in force from July 1971.

2. **In-service Training :**

There are at present 12 Refresher Training Centres in the State. They run in-service Courses for teachers working at various levels and in various subject areas. There are six Centres for primary (Classes I-V) school teachers, three for Higher Primary School (Classes VI-VIII) teachers, one for higher Primary School Headmasters, one for Hindi teachers and the other for teachers of English at various levels. The syllabi of these courses have been prepared by the concerned academic wings of the

State, giving due consideration to the nature of work each category of teacher has to perform in his day to day school duties. Subject content has been given due weightage and integrated approach (Appendix-A) in the teaching of subject-content and methods have been introduced in the working of these Centres.

This programme was evaluated by a Committee of experts, constituted by the Government of Rajasthan, under the Chairmanship of Prof. J. K. Shukla, then Head of the Department of Teacher Education, NCERT, Delhi, in year 1967. The Committee recommended, "The Refresher Training Centres in Rajasthan form a very desirable and useful innovation of the State in the field of education in meeting the real needs of the field and that there should be no hesitation in planning a substantial expansion of RTC Programmes". When the Committee evaluated the programme, only five Centres were in existence and all catered for lower Primary School teachers. The expansion of these Centres was taken up. Now as mentioned earlier there are 12 Centres. They cater for different types of trainees. The Department of Education has constituted a panel of evaluators under the Chairmanship of Dr. R. H. Dave, Head of the Department of Teacher Education and Text books, NCERT, Delhi in the year 1970. The work of Evaluation of the programme is in process. There is every hope that on receipt of the report of the panel, steps will be taken for further strengthening the programme.

3. **The Correspondence Course :**

The Correspondence Course for untrained Secondary/Higher Secondary passed teachers was started in the year 1965 in Rajasthan. This department is attached with the State Institute of Education in the State.

4. **Summer Courses :**

In addition to the in-service training facilities provided at the Refresher Training Centres, the Department of Education makes provision for the Summer Courses for various categories of teachers, e.g., Summer Courses for Hindi teachers and Headmasters of Higher Primary Schools by the State Institute of Education, Summer Courses for science teachers working in Primary, Higher Primary and Secondary Schools and workshops for Laboratory assistants by the State Institute of Science Education. Beside the to State Evaluation Unit, the Vocational and Educational. Guidance Bureau organises short term in-service courses and workshops for teachers of various catagories and sometimes for the teacher educators.

5. **Correspondence Course for underqualified untrained teachers :**

The Correspondence courses wing has already planned a scheme for the training of such teachers and it is under the consideration of the Department of Education and the State Government.

6. The Training of Teacher Educators :

The In-service Courses for the teacher-trainers are a regular feature in the State. The State Institute of Education runs such courses for Headmasters working in pre-service and in-service training Institutions, and the senior teachers of different subjects, e. g., Hindi, Social Studies, Drawing and Painting, and Physical Education. In case of teachers of Science and Mathematics the Courses are run by the State Institute of Science Education. These Courses are specifically run with the purpose of effective implementation of the new syllabi of these institutions and other new type of assignments which come to them from time to time. The Evaluation Unit, Vocational Guidance Bureau and Audio Visual Education Department of the State either collaborate with the State Institute of Education when such courses are organised at the level of SIE or run their own courses when they feel a need for organising them.

In addition, there is provision for on-the-spot guidance and the officers of the Academic Institutes visit these institutions as and when deemed necessary.

7. The Board of Teacher Education :

The State Government has already constituted a Board of Teacher Education for constant thinking on the problems of teacher education at secondary and primary level ahd to advise the Government for strengthening the programme.

8. State Council of Educational Research and Training :

The State Government has taken a decision for constituting such a Council in the State. The work of construction of a building for the Council has already been started and when it is complete it is certain that the present academic wings located in different cities of the State would come under one roof at one place and greater coordination and collaboration will be a natural consequence resulting in still more speedy and forceful crusade for achieving quality in education.

K. R. HANDE

A Problem for Teacher Education

Wastage due to poor impact on School Practices

If the impact of Teacher Education is poor, as it is criticised by many, the reasons given by the new entrants to the profession are generally these; indifferent attitude of the management regarding the provision of basic facilities; unsympathetic approach of the Headmaster who has no faith in new ideas; working with a group of frustrated senior colleagues; unfriendly or superiority-complex attitude of the Inspectorate. In one of the studies, it is found that the retentive longevity of the student-teachers coming out of the Colleges of Education is six months to one year. It means that the fresh teachers forget everything—philosophy, methods, lesson-planning, etc., within a year of their training and lapse into what may be termed as "pedagogical illiteracy." Under such circumstances the impact of Teacher Education on schools is bound to be poor. Why does this happen?

The poor impact of Teacher Education with its consequent wastage may be due to one or more of the following causes:—

- poor quality of recruits entering the teaching profession.
- inadequate professional preparation of the teacher.
- teacher's incompetence in regard to content and methodology.
- lack of professional prospects in the teaching profession.
- meagre classroom facilities for teaching.
- lack of opportunities as well as incentives for professional growth.
- uninspiring attitude of the Inspectorate.
- inadequacy of the curriculum.

- defective examination system.
- faulty text-books, teaching aids and other tools of education.
- absence of a comprehensive scheme to reward good teaching.

Let us take a few specific areas of education and study the impact of Teacher Education on schools. Theory of Education is an important subject taught in teacher education institutions. The student-teacher is almost full with the theory and philosophy of education. He knows the following:— "Education must be related to experience." "Education is life." "Learning by doing is an effective principle in education." "Education is a dimension of life distinguished by continuous acquisition of knowledge and ceaseless re-examination of ideas", etc. But at the classroom level when the teacher descends to subject and topic he seems to fumble and is unable to translate theory into practice. Is it due to poor grasp of theory ? Or is it due to poor classroom conditions or inadequate curriculum ? We in teacher education institutions, speak a lot about dynamic methods of instruction, especially those to suit the individual needs of children. Project methods, group techniques, Heuristic method, seminars, symposia and discussion method are stressed by teacher educators as effective channels of communication between the teachers and the taught. But in schools, majority of teachers are content with stereotyped instruction, and not keen on methods which motivate children to better and faster learning.

Teacher education institutions train student-teachers to prepare elaborate lesson-plans with a topic split into 4 columns— content, outcome, learning-experience and evaluation. In schools they write scrappy teaching notes to satisfy the Departmental rules. Has the training in lesson-planning made any impact on the teacher? What kind of planning should we expect from a classroom teacher who has a heavy load of 26 to 30 periods per week?

The Department of Extension Services discovers and disseminates among schools tested practices in education and encourages teachers (and schools) to take up action research schemes or experimental projects in their subject areas. On a national scale there is Seminar Readings programme and the best essays written by progressive teachers of secondary schools on educational experiments are given National Awards. The N. C. E. R. T. gives financial assistance for Experimental projects. But the response from schools in this regard is poor though there is some impact of Department of Extension Services on school practices. How long does it take for a tested school practice to be accepted by all schools ? How can we foster innovatory trends in educational practices?

According to the Education Commission (1964-66), "In the average school today, instruction still conforms to a mechanical routine, continues to be dominated

by the old besetting evil of verbalism and therefore remains as dull and uninspiring as before." The Commission admits that the problem is complex and there are no easy answers; but in their opinion the following are the four major factors that impede progress:

1) The weakness of average teacher.

2) The failure to develop proper educational research on teaching methods.

3) The rigidity of the existing educational system.

4) The failure of the administrative machinery to bring about a diffusion of new and dynamic methods of teaching."

Sound professional preparation of the teacher, both in content and methodology, should be our objective in Teacher Education institutions. Only a teacher with wide content competence can innovate and implement the progressive methods of instruction. Every Teachers' College should be a laboratory to devise and test new teaching techniques Teachers' Colleges have no right to preach what they themselves cannot demonstrate in classrooms. Training Colleges by suitable programme of demonstration lessons should remove from the minds of the student-teachers the imaginary difference between "training college method" and "the classroom method". To quote the Commission again, "A few training institutions at both primary and secondary levels should become centres for devising, testing and adapting methods and materials to be used in schools." Regarding the rigidity of the educational system that impede progress, the Commission's observation is significant: "In a modern society where the rate of change of the growth of knowledge is very rapid, the educational system must be elastic and dynamic. It must give freedom to its basic units—individual pupil in a school, the individual teacher among his colleagues, and the individual school (or cluster of schools) within the system to move in a direction or at a pace which is different from that of other similar units within the system without being unduly hampered by the structure of the system as a whole." Advances in classroom practice along with experimentation and innovation do not happen simultaneously in all schools. Bold teachers enjoying freedom in progressive schools must lead the way and the message of their success must be carried to other schools by the inspectorate. The inspectors who exercise authority can spread the reform of classroom practice, besides encouraging the experimenting teacher. The young, adventurous teacher must have the sympathy and support of his Headmaster and senior colleagues if he is to experiment and explore. Elastic and dynamic approach to classroom work also pre-supposes the existence of sufficient accommodation, provision of books, teaching aids and other services which are essential for group work or individual assignments. In this connection the Com-

mission rightly points out, "There is a limit to what can be expected of the most imaginative teacher if all he has is a bare room, a blackboard, a standard ext-book, and sixty pupils".

New ideas and tested practices in education found successful in a few schools need to be diffused over a wide area and a large number of schools must accept and implement them. Diffusion of worthwhile school practices is as important as their discovery. Diffusion is a slow process even in the U. S. A. where it takes 25 to 40 years for a new school practice or programme to settle down in most of the schools. The educational administrator plays an important role in the process of diffusion of new ideas and teaching methods. He carries the message of new ideas from school to school. By enlightened and modern methods of inspection and supervision, the educational inspector can encourge and hasten the diffusion of progressive school practices in a variety of ways. The Department of Extension Services by various devices for in-service programmes, such as workshops, seminars and audio-visual aids can disseminate new ideas and worthwhile school practices over a wide area. Besides, the Teacher Education institutions will do well to pay heed to the following suggestion made by the Education Commission. "Probably the quickest and most effective way of having new theories accepted is to embed these in the 'tools' of teaching - textbooks, teacher's guides, and teaching aids of all kinds. Some teaching of theory will, of course, still be essential. But it will spring from proposed practices instead of floating airily above them."

In order to translate the above into action, every teacher education institution should become a centre of an educational complex to lead the way and work with its co-operating schools. Similary every progressive High School must take up the leadership role and help the primary schools in the neighbourhood under the 'School Complex' programme. 'School Complex', 'College of Education Complex', 'P. T. A.' S.' etc., are worthy educational experiments designed to break the isolation in the functoning of institutions. They also provide powerful agents for the diffusion of new ideas and classroom practices.

To arrest the wastage in teacher education the last but not the least important factor is the motivation of the teacher that largely determines his urge to put an *idea into practice* in the classroom. For this his professional growth and attitude play a dominant part. Though teaching is described as a noble profession there is a lot we can do to lift ourselves to the level of a profession. Training Colleges can have programmes to develop the professional growth and attitude of their students, past and present. Let every trained teacher, with a sense of satisfaction and commitment to his job, shape the 'destiny of India' within the four walls of the classroom with a zeal to practice what he learnt under training. The various classroom practises will

have impact on Teacher Education if we can inject a spirit of elasticity and dynamism into our educational system. The Education Commission admirably expresses the same view in the following paragraph:

"It will be seen that the essence of our recommendation is that only an elastic and dynamic system of education can provide the needed conditions to encourage initiative, experimentation, and creativity among teachers and thereby lay the foundations of educational progress. We firmly believe that the risks of freedom and trust in teachers that are implied in this approach are not greater than those of undue restriction and distrust and they are more worth taking. We should learn to delegate authority, to trust our teachers, to encourage the capacity for leadership amongst them, to treat every institution as having a personality of its own which it should try to develop in an atmosphere of freedom. This would need dynamic leadership at all levels, determined to give education a new deal and to make every teacher, educational officer and administrator put in the best of himself in this great co-operative endeavour."

IV

INTERNATIONAL PERSPECTIVES

(a) International Cooperation in Teacher Education

(b) Teacher Education in Different Countries

N. P. PILLAI

International Cooperation in Teacher Education

The Role of UNESCO in the Development of Teacher Education in Asia

1. Formulating a Plan for Teacher Education

The growth of teacher education in Asia registered a spurt in the fifties of this century. Most of the Asian countries had begun to expand the facilities for primary education and develop general secondary education. Consequently enrolment in primary classes had increased from 41.6 million in 1950 to 70.3 million in 1960. Teacher training institutions were, however, totally inadequate to supply trained teachers for the schools. In 1958 the number of seats in the training institutions was only 280 thousand and these were quite insufficient to train the new teachers needed or to clear the backlog of untrained teachers which was 44%. The number of training institutions in the different countries of Asia for primary teacher training varied between one and 973. Afghanistan, Burma, Cambodia, China, Laos and Vietnam had less then ten institutions.

A breakthrough in this situation followed the formulation of the Karachi Plan for compulsory primary education in 1960, by the representatives of the member States of Unesco in Asia. It was agreed that free and compulsory education of 7 years' duration should be provided within a period of 20 years and projections were made in the number of children in the age-group 5 to 40 who were to be enrolled in primary schools during the plan period and the number of teachers to be found and trained for them. The Karachi Plan thus marks a turning point in the history of teacher education in Asia.

The number of teachers required was calculated as 1,838,00 in 1960, 2,725,000 in 1965 and 2,879.000 in 1970. The total demand for new teachers was calculated on the basis of additional teachers required during the plan period, for expansion of

primary education and for replacement due to retirement, death, resignation, etc., at 5% per annum. The estimated figures for the quinquennium 1960-65 were 286,000 per annum and for 1965-1970 388,000 per annum. This was the first attempt at planning in teacher education.

The duration of teacher training at this time was one year in Burma, Nepal, Vietnam; one to two years in India, Iran and Pakistan; two years in Ceylon, Malaysia, Thailand and the Philippines; three years in Afghanistan and Korea; 4 years in Cambodia and Laos and 4 to 6 years in Indonesia. The lowest qualification for entrance to teacher training institutions was 6 years of primary school. The less the general education received prior to entering the training school, the longer was the duration of the training. The Karachi Plan envisaged a 2 years' training after 10 years of school as its target. However, for the immediate rapid expansion in enrolment, emergency and short term courses were recommended. Candidates who had passed junior secondary or middle school (or 8 years of school) were to be admitted for training and teachers with 5 years of service were to be given short term courses and considered trained to meet the immediate needs. It was suggested that a teacher training institution was to provide accommodation roughly for 200 trainees.

The need for providing continuous in-service training for teachers who had not received a full 2-years training was emphasized. This was to be done through refresher courses, seminars and workshops and every teacher was to be put through such a training once in 5 years. Part-time evening classes and vacation courses were to be arranged for teachers with lower academic qualifications to improve on them. To serve as an incentive for further education, teachers' salary scales were recommended to be based on qualifications. For conducting in-service training, apart from the regular teacher training institutions, extension centres were recommended to be set up.

The curriculum for teacher training was recommended to be revised so as to include all subjects of the primary school and also community service training. Greater emphasis was to be laid on the professional part and in it on practice teaching. Practical training was to be given in making teaching aids, drafting syllabus, preparing class tests and conducting case studies of children. Tutorials, seminars, group discussions, assignments and school visits were recommended besides the lectures and demonstrations as training methods. All teachers were to be given training in art and craft. Teacher educators in primary training institutions were to be University Graduates with training and some experience in teaching, and the heads of the institutions were to have at least Master's degree in Education with experience as Inspectors or teachers. The ratio between student and teacher was not to exceed

1:15. Research was to be encouraged and experimental schools attached to training institutions were to be used for this purpose.

Great stress was laid on promoting teachers' welfare. Better salary scales, free medical care, free education of teachers' children, free quarters for women teachers and teachers in rural areas, pension, insurance and provident fund and equal salary scales for teachers in private and public schools were recommended along with security of tenure. National awards for teachers, fellowships for higher studies and teacher exchange programmes were recommended to be instituted. Making the schools effective community centres in rural areas and organizing P. T. A's. and teachers' associations were suggested.

A separate section for teacher education was recommended to be organized in the teacher education departments or ministries with an officer of high status as its head, to give necessary attention.

2. Implementation of the Plan and Development of New Concepts

Ten years have now passed since those recommendations were made and it would be fruitful to find out how far these had been implemented and other measures to improve quality of teacher education formulated and acted upon. A meeting of Ministers of Education held in Tokyo in April 1962 pointed out that the implementation of the Karachi Plan had led to a new awareness of the importance of primary education. The concept was no more that of an elementary education in reading, writing and arithmetic but an education for democratic citizenship. Access to education was no more a privilege of the elite but was looked upon as a basic human right for the masses. Primary education was no more looked upon as an end in itself, but as the basis for supporting secondary and third level education. Countries with rapid economic development and a high level of enrolment ratio gradually extended the duration of primary education beyond 7 years. Such are China, Ceylon, Japan, Malaysia and Mongolia; and some other countries are hoping to achieve this progressively. The number of primary schools were nearly doubled between 1950 and 1967, and to meet the increased enrolment the teaching force was considerably increased. It was doubled since 1950 but it was not enough to meet the situation. The pupil-teacher ratio had increased from 38 in 1955 to 45 in 1967, and is as high as 60 in some countries. To meet the increase in enrolment emergency training programmes for newly recruited teachers with 6 to 8 years of formal education had to be arranged in some countries. Out of the 16 countries only 5 had less than 30% untrained, 6 had 30 to 50% and 4 had over 50% untrained, but the situation was boldly tackled and it rapidly changed towards the end of the decade. For example, in Thailand the number of untrained teachers was reduced from 39.4% in 1961 to 31.3%

in 1967. In India where only 10.3% were trained in 1950-51, 70.4%, in 1961 and in 1966 their number increased to 75.7%.

An important development during this period was the increase of enrolment in the second and third levels of education. From 9.1% and 9.7% respectively on the eve of 1960 they had become 8% of an increased school population and 12% in 1965-67. The markedly perceptible shift in the education of children towards secondary and higher education was a hopeful sign for suggestions for increase in the period of the training teachers from 2 to 4 years, after 10 years of schooling by 1980.

Following the broadening base of primary education, enrolments in secondary education had risen from 7.6 million in 1950 to 30.5 million in 1966. 92% of this was enrolled in general secondary schools. These were not drawn from the elite class as before and so an urgent need for diversification of the upper stage of secondary education emerged. This means organising training courses immediately for vocational, agricultural and technical teachers. Secondary training institutions have to be developed properly with subject matter specialists. There is also a need for training teachers for organizing part-time and evening schools, for working youth and running correspondence courses for secondary education. The secondary level teaching force which constituted about 27% of the total in 1955 had risen to about 37% by 1963. But, of these 23% were untrained. It is now realized that if secondary education is to develop the knowledge and skill needed in the labour force to meet the needs of the expanding economy and adopt themselves to innovations from time to time, the teachers at this level should be properly qualified and trained. The secondary school stage including higher secondary classes has already been extended to 12 years in Afghanistan, Ceylon, China, India, Indonesia, Iran, Japan, the Khmer Republic, Republic of Korea, Pakistan, Singapore and Thailand and to 13 years in Laos, Malaysia and Vietnam. It is ten years only in Burma, Nepal and in the Philippines. University or college education of 2 to 5 years is also available in all the countries.

In primary teacher training, the only countries which prescribed less than 10 years of schooling in 1970 are the Republic of China, Indonesia, Iran, Laos, Malaysia, Mongolia, Nepal and Vietnam. But the duration of the training course is 4 years in Republic of China and in Malaysia and Nepal increasingly the candidates have 10 years schooling for lower secondary teacher training. The longer duration of teacher training in China and some other countries makes up for the shorter duration of previous schooling for upper secondary teacher training. The least lowest qualification for entrance is not less than ten years in any country and where it is not graduation from University; and the courses are generally between 2 to 4

years and in no case making a total of less than 14 years. The entrance qualification of primary and secondary teacher-trainees can therefore be taken as 10 years of school if the training period for secondary education is counted as 4 years. The number enrolled in the training institutions varies all the way from 100 to 4,000, but in general most colleges enrol not less than 500 to 600. The larger the intake of institutions the better are the chances of their being provided with all the amenities required. More staff and better qualified staff can be appointed in those institutions and an inter-disciplinary approach in teaching and research can be fostered better. The big teachers' colleges in Ceylon, Japan, Korea, Philippines, Thailand and Singapore are examples of this. Comprehensive teacher training colleges admitting a large number of students are now proposed for this reason.

Comprehensive colleges have some other advantages also. They are economic and easy to run. Primary teacher training courses and secondary teacher training courses can be organized in the same institution and taught by the same staff. The interaction of these two levels of teacher trainees would bring them closer. Integration of the primary and secondary teacher education curriculum, especially the professional part of it, can easily be achieved. A vertical integration of the professional courses has been recommended by the Regional Meeting on Curriculum Development in Teacher Education in Asia which was held at Quezon City in 1969. Such an integration will go a long way to make the teaching proefssion a unified one and help mobility of teachers from one sector to another. This is of vital significance at a time, when more and more of qualified teachers are required to meet the expanding needs of secondary education. The integrated approach to teacher education has already been accepted by a few countries; notable among them are Japan, Philippines, Thailand and Singapore.

One of the criticisms against the way in which primary and secondary teacher education are conducted today is that they are isolated from the schools and from the universities and isolated from one another. A comprehensive teacher education institution with its own primary and secondary schools will serve to bridge all these gulfs effectively. Another criticism is against traditionalism in methods of teaching. This is the result of the examination systems which are organized from without. A comprehensive college would naturally tend to be autonomous and would acquire flexibility in ordering its own curriculum and methods of evaluation. In countries like China, Japan, Philippines, where the curriculum is flexible and internal assessment is the basis of certification, the usual methods of teaching are problem-solving, directed study and research; and innovative approaches are adopted with more ease than in other countries. A horizontal integration in the curriculum and of matter and method courses, which has rarely been achieved in the past in the teacher

training curriculum and which is now being advocated strongly, also becomes easy to accomplish in a comprehensive institution.

The Regional Meeting on Curriculum Development in Teacher Education, 1969, presented to the Asian countries syllabi models for guidance in curriculum reform. It indicated the need for formulating objectives of teacher education based on a task analysis of the teacher's functions, and the inclusion in the curriculum of areas which are relevant to the development of the teacher's personal and professional competencies. It recognized that what the teacher learns are only knowledge, skills and psychomotor abilities and stressed the 'education' of the teacher as much as his 'training'. The inclusion of an area of concentration in the primary teacher education curriculum for the student teacher to explore at some depth; inclusion of adult and community education and of some research methods; and the allocation of approximately 50% of the time devoted to professional studies for acquiring student teaching experiences, are some of the significant proposals. The need to organize the training institution more as a curriculum laboratory and resource centre than as an auditorium for lectures has been pointed out. And in giving laboratory experiences to student teachers, the importance of utilizing films, radio tapes, simulation techniques and micro-teaching has been stressed. The immediacy of the need for utilising programmed learning and the mass media like radio and television for education and the consequent urgency to train teachers in the use of these media has also been clearly brought out.

The syllabi models stressed the inclusion of foundation courses in education as against mere principles of education. This is the result of the conviction that abstract principles will not be meaningful for enabling the student teachers to interpret and apply them in actual situations. Education is an associative and interpretive process as against training which is essentially repetitive process. The competencies required of a teacher today have been defined as personal competencies, subject matter competencies and professional decision-making competencies. To develop all these, general education, academic education in the subject areas of school instruction and education in the professional subjects which form the basis of the teacher's performance as a deviser of the teaching-learning situations ought to be properly mixed in the curriculum. In student teaching, off-campus teaching has been stressed as it alone will enable the student teachers to face the real problems of the environment; and in its assessment, what is to be looked for is more the ability to make professional decisions than the ability to merely communicate ideas.

Rural and community education have been highlighted in the proposals for improvement of teacher education. Rural education programmes have been suggested to be evolved taking into consideration the needs and aspirations of the rural areas

and the requirements of rural developments without making the courses in any way inferior to those offered in urban institutions. The TURTEP in Thailand and the Army of Knowledge Higher Teacher College in Iran are examples of this type. The teachers' role in community education and community development should be a vital part of their training programme not merely because it enables them to play the role of village leaders but because it would help the teachers to know the background, the aspirations and the way of life of the community, without a knowledge of which teaching cannot be done in the schools and it will be negativated in the homes.

The furtner education of a teacher has received great attention in all countries of Asia during the last decade. Training institutions in many countries are now offering *ad hoc* courses, weekend and summer vacation courses for upgrading teachers' qualifications or upgrading their knowledge and skills. Permanent extension centres have been established for conducting all types of in-service courses for teachers and teacher educators in countries like China, Philippines, Pakistan and India. The twilight courses and the external certification courses organized in Thailand are successful attempts in promoting in-service education in countries like India and Mongolia. The mass media has great potentials for in-service education and efforts are now being made to utilize them.

The conditions of service of teachers and welfare schemes for them have been improved in all countries of Asia. Salaries have been upgraded several times. Leave conditions have been liberalized and pension, provident fund and the insurance have been instituted in many countries. In some, free housing and rations are also being given. Free medical aid has not been instituted in many countries yet. The tendency today in most countries is to tack on salary scales to academic qualification. The wide acceptance of this idea will go a long way to institute a common salary scale for teacher educators in primary and secondary levels. This is a matter of great importance in forging a common profession; and along with introducing an integrated course for teacher training, exploring the possibilities of implementing a common salary scale has been recommended by the Regional Meeting.

It is a matter of great satisfaction to find that almost all countries of Asia have placed teacher education under a separate department or division of a department in the Education Ministry. There are however, a few countries where the responsibility of teacher education is still shared by the directors of education in charge of primary and secondary schools or of vocational education. A separate departmental organisation in charge of all levels of teacher education is necessary to coordinate and develop teacher education as a unified whole. Where upper secondary teacher education is solely in the hands of universities and the Education Ministry has very little to do with them it has not been possible for the States to bring about desired

changes with the quickness needed for the desirable improvement. Liaison committees like Teacher Education Councils or ministerial boards are functioning in some countries to break the gulf.

3. The Role of the Asian Institute for Teacher Educators

The Unesco programme of improving teacher education in Asia has been implemented mostly through the services of experts posted in the countries for advising Governments and organisations and conducting training courses, pre-service and in-service, for teachers. Regional assistance to teacher education has also been provided for in many ways. One of the most important forms of regional assistance is the preparation of teacher educators for the training of teachers in the Member States. An International Teachers' College was proposed in 1960 to be set up as part of the plans for the effective implementation of the Karachi Plan. The regional centre established accordingly in 1962 in Quezon City, Philippines, came to be known as the Asian Institute for Teacher Educators. It has been offering short training courses for key teacher educators from Asian Member States in periodical institutes, the duration of which varies between 3 to 3½ months each, and sharing with the University of the Philippines in the conduct of a Master's degree course in teacher education organized for selected personnel from Member States; doing research on problems of teacher education and assisting Members States at their invitation with regard to felt problems in teacher education. So far, the Institute has trained over 300 teacher educators from all countries of Asia except Japan, Mongolia and Burma. The Institute has also been organising high level seminars and symposiums with representatives of the Member States as participants. The Meeting of Experts in Teacher Education held in Paris in 1967, and the Regional Meeting on Curriculum Development held in Qeuzon City in 1969 have contributed substantially to the dissemination of innovative ideas in this field. The Regional Meeting on Curriculum Development has been followed up by sub-regional seminars and workshops and by national seminars in each country for the improvement of the curriculum of teacher education during the last two years. The publications of the Institute have shed much light on teacher education practices in Asia. Its latest production is a comprehensive survey of Teacher Education in Asia, to be published immediately. The volumes of its periodical 'Trends in Teacher Education', are monographs which highlight contemporary issues and trends in the field. A regional conference on research and development has been scheduled to be held in September 1971 at the Institute to identify the problems of R and D to be tackled in the coming years.

The regional institute has inspired the setting up of national programmes for preparation of teacher educators in most countries of Asia. The first national level institution for the training of primary teacher educators was established in Afghanistan

in 1965. In 1966 a full time 9 months, diploma course in elementary teacher education was started by the NCERT in India. In 1967 a training course for teacher education was established in Vietnam with a duration of 12 months. An Institute for teacher educators has been formed in the Education Ministry of Ceylon since 1968. In 1969 Nepal proposed the establishment of an Institution for training the graduate teacher educators of the primary teacher training centres and a two-year programme has been initiated in 1970. In the other countries the training of teacher educators has been taken up through in-service training programmes. The Republic of China has a permanent in-service centre for this purpose. The extension centres in Pakistan and the State Institutes of Education in India organize programmes of this nature. In the Philippines in-service seminars and workshops are conducted by the Bureau of Public Schools and other organisations. For the secondary teacher educators there is no institution in any Asian country which imparts such training on a systematic scale. However, in most of the countries, M. Ed., Ph. D. programmes have been organised with specialisations in content and professional areas for giving them their desired competencies. Teacher education is one of the specialisations so offered in recent years.

4. Towards New Horizons in the New Era

The second development decade is a new era in which the Unesco programmes would stress research and development for the adoption of the innovative practices in teacher education. Research and innovations have no doubt been taking place in Asian countries in a sporadic way all these years. But research has not been consciously used for development. Research and development centres will therefore be set up in the new decade which will identify areas in which research can be undertaken for the purpose of tackling specific problems. The objectives of research should be such that its results could be applied to the solution of concrete problems. Innovative practices will be tried out and if successful implemented. In the fast developing situation in Asia the research and development centres are expected to play an effective role in modernising the planning and organisation of teacher education institutions and in improving the strategies and techniques of teacher preparation to achieve quality in the most economical ways. This will be done in line with a global approach to educational reconstruction which has been necessitated by the demands of new national aspirations for social justice and economic development in all Asian countries and the possibilities in education opened by the recent advances in educational technology and industry for achieving quick results by means of their judicious utilisation which would considerably economise cost, time and effort.

S. NATARAJAN

International Co-operation in Teacher Education

Education today is a subject of global concern. With the advance of Science and Technology, it has come to be increasingly realised that it is necessary for peace in the world that all children, young people and oider adults should have equality of opportunity through Education. Economic disparities are often the result of educational disparities. Hence, it is that Inter-Governmental Organisations like the U. N., UNESCO, the World Bank, are paying great attention to Education as a means of developing the human resources of the world.

Education is now a specialised professional social service. It is not conveying information or knowledge but it is the process of the growth of the individual—mentally, morally, emotionally. In fact it is a process concerned with the development of the human personality. It, therefore, calls for a high level of professional education in those who are entrusted with the task of educating the peoples of the world.

Teacher Education concerns itself with the Education of Teachers, preparing them and equipping them with ability to meet the challenging needs of a rapidly changing and integrating society. The teacher of the future has not only to be skilled in methods of communication of knowledge but must have a deep understanding of the social, national and international purpose of Education. He should have the ability to discover individual abilities and aptitudes and should be capable of developing such talents and at the same time stimulate the imagination, self-reliance and a deep and abiding concern for the welfare and prosperity of the human race.

It will be a difficult task, nay almost impossible for any single nation to develop teacher education programmes with such a global purpose. International co-operation in this field is vital and urgent.

International co-operation may be (1) Governmental and (2) Non-Governmentel.

Teacher Education programmes in many of the developing countries are merely designed to issue certificates for teaching and do not take note of the deeper and broader purposes of Education. These need complete re-modelling. The provision so far made is inadequate for the needs of the countries concerned as they are all embarking on programmes of universal compulsory education. They may need financial assistance for re-organising their Teacher Education Programmes and expanding it. They need assistance in order that they may provide for such deeper understanding of the purpose of Teacher Education. Such assistance can be given by international Governmental agencies like the U. N. D. F., The World Bank and the UNESCO and UNICEF. The first two organisations can provide the funds for the development of Teacher Education Programmes while the latter two organisations can help in defining the International needs and the national requirements of Teacher Education and create a clearing house of information regarding the Teacher Education Programmes in different countries of the world. They may also provide experts to the countries for strengthening their Teacher Education programmes.

Governmental activities can only be helpful in implementing a programme which is well planned. The planning has to be done by people who are involved in Teacher Education and who can visualise the future needs of Education. International Organisations of Teacher Education like the I. C. E. T. can undertake a survey of Teacher Education in co-operation with the national associations of Teacher Educators. Such a survey can assess the present purpose and present programmes and identify the future needs and indicate the nature of international assistance. The findings of such a survey will enable the Inter-Governmental organisations to plan their aid programme.

The I. C. E. T. can also organise special seminars and workshops on Teacher Education on a regional and world basis to examine the needs of teacher education in the immediate and distant future.

It is very necessary that steps be taken to evolve a world philosophy of teacher education. The I. C. E. T. with assistance from the U. N. E. S. C. O. can organise a series of meetings of experts to formulate such a philosophy bearing in mind the wider purpose of education which the Space Age calls for.

A. C. DEVE GOWDA

Teacher Education in India

Historical Development

The training of teachers which was first started at the end of the eighteenth century grew out of the monitorial system of education which has come to be known as the Bell Lancastrian system. Under this system the older pupils were trained to teach the younger pupils. The beginning of the 19th century saw many sporadic attempts to give specialized training to teachers. The Calcutta School Society began to train teachers for indigenous schools in its institutions for imparting elementary education in 1819.

The need for training secondary teachers appears to have drawn the attention of Sir Thomas Munro, the Governor of Madras, who recommended the establishment of a Central School for educating teachers in his Minute dated 10th March, 1826. The aim was, however, academic education and not professional training.

The Woods Despatch of 1854 stressed the training of teachers and the first Government Training College was established at Madras in 1856. This later on became the Teachers' College. Saidapet. When the Hunter Commission made its report in 1882 there were 2 Training Colleges and 106 normal schools in the whole country. At the dawn of the 20th century there were six training colleges, 50 secondary teachers schools and 54 primary teachers' schools. In higher grade institutions the course was usually one year and in the lower grade institutions it ranged from 1 year to 3 years. The curriculum also presented a bewildering variety. Some institutions offered only professional courses while the others taught both the content and professional subjects.

By 1907 all universities except Bombay began to award degrees in teaching. The Government of India Resolution of 1913 drew attention to the inadequacy of the training facilities and recommended that no teacher should be allowed to teach without a certificate in teaching. The Calcutta University Commission appointed in 1907 recommended the establishment of Departments of Education in Universities and the undertaking of educational research. The Commission also recommended

that a post-graduate degree in Education be instituted. In 1936 the first Nursery Teacher Training Institution was started in Madras. In 1950 the first Conference of Principals of Teaching Colleges in India was held at Baroda. For the first time in 1951 a six week, summer course in education was organised in the University Teachers college Mysore for College lecturers. In 1954 the first Seminar on Extension Services was held at Hyderabad and soon afterwards Departments of Extension Services were started in a number of Secondary Colleges of Education. The first national Seminar on the Education of Primary Teachers was held in 1960 and it called upon all the State Governments to draw up a phased programme to train all teachers within a period of 10 years. In 1963 the Study Group on the Training of Elementary Teachers in India recommended the starting of correspondence-cum-summer schools for clearing the huge back-log of untrained teachers and of State Institutes of Education to concentrate on the improvement of Primary Teachers, Primary Teacher Educators and Primary School Inspectors.

Recent major events have been the establishment of the National Council of Educational Research and Training at Delhi, the starting of four Regional Colleges of Education specifically meant to integrate professional and general education and to supply trained teachers in the fields of Science, Commerce, Technology, Agriculture and English.

The Study Group on the Education of Secondary Teachers recommended in 1964 the establishment of comprehensive Colleges and a National Council and State Councils of Teacher Education.

The Education Commission of 1964-1966 deplored the isolation of teacher training institutions from :

1. the other disiciplines in the Universities ;
2. the State Education Department and
3. teacher Training Institutions of other types and at other levels.

It recommended an interdisciplinary approach and the establishment of Centres for Advanced Studies in Education in Universities.

II. Present Position Regarding Teacher Education

(A) PRIMARY SCHOOLS :

Education being a State subject according to our constitution, the States formulate general policies regarding teacher education keeping in view the local needs and conditions. Generally speaking, at present, the States have full administrative,

academic and supervisory control over both Government and non-Government Institutions. They decide the extent of financial assistance to the students, prescribe rates of tuition fees and provide grants-in-aid to private institutions. In some States the grant-in-aid covers the entire expenditure on the salaries of the teaching and non-teaching staff of the teacher training institutions. The Departments of Public Instruction determines the duration of the courses, fix admission requirements, prescribe the curricula and text books, inspect and supervise the work of the institutions, conduct examinations and award diplomas or certificates.

Generally speaking, teacher training institutions at the primary level are of two types -- Basic and non-Basic. The Basic type provide residential accommodation emphasize community living and give training in crafts to prepare teachers to work in Basic Primary Schools where the Principles and techniques of Basic Education are followed. There are also two levels of training, one for Junior Primary Schools (Standards I to IV or V) and the other for Senior Primary or Middle Schools (Standards V or VI to VII or VIII). The admission requirements also vary from State to State and within the same State depending upon various factors. For example, as a general rule, the minimum qualification for all primary school teachers (Junior and Senior) is a Pass in the High School examination (i. e., an examination taken at the end of the X or XI Standard). But in some States the minimum qualification for Junior Primary School Teachers is only a Pass in the VII or VIII Standard Examination specially in the case of women teachers on account of their short supply. The duration of the course also varies from one to two years and the curriculum includes general education in the content subjects and professional subjects and practice teaching, craft instruction, physical education, etc. By and large teacher training institutions at the primary level in India are run by Government although some of them especially in States like Kerala and Maharasthra, are run by private organisations both aided and unaided.

The Universities in our country have, by and large confined themselves to the training of graduate teachers for secondary schools (Standards VIII or IX to X or XI) only and have kept themselves aloof from primary teacher education. There are a few exceptions where the Uuiversities run a one year course for High School graduates, hold an examination and award a Diploma in Education.

Almost the entire cost of teacher education at the Primary level is borne by the State Governments. In some States teacher education is free; in the others fees are charged with provision for scholarships, stipends and free studentships. The cost per trainee varies enormously from Rs. 1123/- in Jammu and Kashmir to Rs. 137/- in Orissa (1960-1961 figures) the average being Rs. 315/-. It also varies within each State from institution to institution depending upon the quality of training provided.

The pupil teacher ratio in teacher education institutions at the primary level varies from 1: 10 to 1: 40 and the minimum qualifications of the teaching staff are invariably a University degree with a professional degree in Education. The salary scales of the staff of teacher education institutions vary considerably from State to State. They are the lowest in Kerala and as a general rule they correspond to the salary scales of secondary school teachers although most of them function at the post secondary stage.

The majority of the training institutions in many States are housed in their own buildings but there are many that are located in rented buildings. In some States training institutions provide residential accommodation not only for the students but also for the teachers, but there are many where no residential facilities are provided at all. During the Third Five Year Plan the Government of India provided financial assistance to start new teacher training institutions and to put up buildings including hostels and staff quarters. Demonstration schools are attached to many teacher training institutions but there are a large number without such schools. In spite of the fact that craft instruction occupies an important place in the curriculum of teacher education in almost all the States, it is curious to note that there are no craft workshops in a large number of training institutions. So far as libraries are concerned, it is found that many training institutions have no libraries at all and books are stored either in the office or staff room. Even where they exist, their condition does not encourage the use of the library. Those training institutions which offer a two year course including instruction in content subjects do have Science Laboratories for class teaching purposes. But those that offer only a one year course in professional education do not have any science apparatus at all.

In 1966 there were 1831 teacher training institutions in India with a total intake capacity of about 1,90,000 and the total number of trained teachers in our Primary Schools was:—

		Total	Trained
Junior Primary	.....	8,36,213	6,22,105
Senior Primary	.....	6,44,247	4,56,466

This shows that nearly 4 lakhs of teachers in service were untrained in 1966. If we add to this the number of teachers required for meeting the demands of expansion the colossal nature of the problem will be realized. Some of the solutions suggested to meet this situation are:—

(1) Organisation of correspondence courses ;

(2) Reducing the wastage in Teacher Training institutions by careful selection and improved instruction and evaluation procedures;

(3) Increasing the size of Teacher Training Institutions from 100 to 200;

(4) Organisation of short term courses for those teachers who are above 40 years of age;

(5) Organisation of evening courses in urban areas;

(6) Deputation of a larger number of teachers in service each year from training;

(7) Provision of more funds for teacher education;

(8) Abolition of fees in Teacher Education Institutions.

(B) **SECONDARY SCHOOLS:—**

Many of the Secondary Schools in this country are composite schools with primary classes V to VII or VIII attached to them. The lower classes are usually taught by undergraduates who receive their training in Primary Teacher Training Institutions. The high school classes i. e., standards VIII to X or IX to XI are invariably taught by graduate teachers who receive their training in Secondary Colleges of Education.

These Institutions which offer training to graduate teachers are usually of three types:—

University Institutions;

Government Institutions;

Private Institutions.

Most of them are affiliated to Universities and award the B. Ed. or B. T. degree after a course extending over a period of one academic year. The courses of study, the syllabi and schemes of examination are prescribed by the Universities with reference to the needs of the State Education Department, but the State Government has the major responsibility in administrative matters both in the case of Government Colleges and Private Colleges, e. g., financial assistance given to the trainees, grant-in-aid to private Colleges etc., In one State, Viz., Uttar Pradesh the State Department of Education awards the L. T. Diploma which is considered equivalent to the B. Ed. or B. T. degree. Only about 10 out of 50 teacher training institutions in that State prepare their students for this examination.

Although the one year course is the general pattern of teacher education, there are some variations. The N. C. E. R. T. started during 1963-64 four Regional Colleges of Education which offer a four year integrated course after the Pre-University Course

including both content and professional courses. The degree awarded at the end of the course Viz.. B. A. (Ed) or B. Sc., (Edn) or B. Com (Edn) is considered equivalent to a B. A., B. Ed., or B. Sc., B. Ed., or B. Com., B. Ed. These colleges also offer one year courses for University graduates. These Colleges which are among the finest colleges in the country have attached demonstration high schools, hostels for students and residential quarters for the staff.

A recent experiment is the introduction of the B. Ed. course through correspondence mainly for the purpose of clearing the back-log of untrained teachers already in service. The project has been implemented in only a few centres, i.e. the Central Institute of Education, Delhi, the four Regional Colleges of Education and the Bangalore University.

Out of 275 institutions which existed in 1966, 161 were under private management, 83 were managed by Government and 31 were managed by Universities. In two States, Bihar and Jammu and Kashmir there are no private institutions at all.

Although the Government of India is not charged by the Constitution with any direct responsibility for teacher education, it runs a few institutions, gives financial assistance to many institutions and give national leadership in the field. There are three principal agencies which operate in the area of Teacher Education Viz., the Education Division of the Planning Commission, the N. C. E. R. T. and the University Grants Commission. The University Grants Commission has a standing committee on Teacher Education.

Three-fourths of the expenditure on Colleges of Education is met out of Government Funds and only one seventh comes from fees. Some Teachers' Colleges do not charge any tuition fee at all, while a majority of them collect fees ranging from Rs. 100 to Rs. 200 per year. Stipends ranging from Rs. 20/-p.m. to Rs. 200/-p.m. are given in about 30 per cent of the colleges. The others have no such provision at all. Grants-in-aid given to Colleges of Education by the State Government vary from State to State. While some States do not give any grant at all others give 100 per cent of the expenditure on salaries of the teaching and non-teaching staff minus the fee income.

The qualifications of the teaching staff of Colleges of Education are prescribed by the Universities concerned. About 40% of them have only a Bachelor's Degree both in the content area and in the professional area. Fiftyeight per cent have a Master's Degree either in education or in an academic subject. The Education Commission of 1964-66 has recommended that they should all have a double Master's Degree.

The minimum qualification prescribed for admission to a College of Education is the first University Degree. But the large majority of entrants are third division graduates. The teaching profession is obviously not attracting the best persons. It is also a matter of common knowledge that many students under training in Colleges of Education are specializing in the teaching of subjects which they themselves have not studied at the college level.

Although considerable expansion has taken place in teacher education during the last 25 years, the quality has not kept pace with quality. The average intake of an institution is less than 100 which is less than its sanctioned enrolment. Inadequate library and laboratory facilities, shortage of teaching aids and audio-visual equipment, insufficient and unsuitable accommodation and absence af demonstration schools and residential facilities are some of the common drawbacks in our Colleges of Education. In 1965-66 there were 2,34,100 graduate teachers working in Secondary schools in India and 30% of them were untrained. Both from the point of view of quality and quantity we have yet a long way to go before the situation could be considered to be satisfactory.

(C) PRE-PRIMARY SCHOOLS

The first pre-primary teacher-training institution was established in this country in 1936 at Madras and at present there are about a 100 such institutions. In addition to these the Indian Council for Child Welfare and the Central Social Welfare Board run some Balasevika Training Programmes which include courses in nutrition, methods of social work, recreation, etc., in addition to pre-school education courses. The minimum qualification required for admission to these coures, is either a High School Certificate or completion of the Middle School course. The duration of the course is usually one year, although in some cases it is 2 years and in some others less than a year. Some of the institutions are Government managed and the others are Private. The International Montessori Association also runs short-term courses in different parts of the country for training pre-school teachers. The average enrolment in these institutions is about 50 and most of them are housed in rented buildings. The main sources of income are Government grants and fees. Some State Governments have sanctioned stipends to the trainees. The training programme includes theory, practical work and practice teaching but the staff of these institutions are not adequately trained for their job. Only about a third of them have some training in pre-primary education. For the training of teacher educators for Pre-Primary Teacher Training Institutions there are two institutions—one is the NCERT (Child Study Unit) and the other is the Department of Child Development of the University of Baroda.

(D) PHYSICAL EDUCATION

The first institution for the training of Physical Education Teachers was started in Madras in 1920. Now there are over 50 institutions offering courses at three levels:—

(i) Master's Degree in Physical Education;

(ii) Bachelors Degree/ Diploma in Physical Education for University Graduates;

(iii) Certificate in Physical Education for High School Graduates.

The Certificates in the third category and the Diplomas in the second category are awarded by the State Departments of Education. These institutions are managed by the State Governments or Universities or Private Bodies. The Government of India runs the Lakshmibai College of Physical Education at Gwalior as an all-India Institution. It offers a three year course in Physical Education after the pre-university course. The majority of the Institutions depend on Government grants and tuition fees. The enrolment varies from 10 to 100 and the tuition fees vary Rs. 120/- to Rs. 320/- per year.

(E) ENGLISH

The Central Institute of English was established by the Government of India at Hyderabad in 1958 in cooperation with the Ford Foundation and the British Council to improve the teaching of English both through the organisation of research into the teaching of English and training of teachers in suitable techniques of teaching English as a Second Language. The trainees are selected from the teachers of English in Secondary Schools, Arts, Science and Engineering Colleges of Education and from the inspectorate of the State Education Departments and are given a 4 months or a 9 months course. Diplomas are awarded to successful candidates. The Extension Unit of the Institute organises short in-service training courses. Radio lessons are also broadcast. The Institute also gives financial assistance to Regional and State Institutes of English out of funds placed at its disposal by the Government of India. There are ten State Institutes and one Regional Institute at Bangalore for the four South Indian States. These Institutes are mainly concerned with teacher training programmes for elementary and secondary teachers and teachers of Primary Teacher Training Institutions. In addition to these special Institutions, teachers are trained in methods of Teaching English in Secondary Colleges of Education and Primary Teacher Training Institutions.

(F) HINDI

The Government of India has established a Central Hindi Institute at Agra for the training of Hindi Teachers in non-Hindi speaking States. The Institute runs three

regular courses for various categories of Hindi teachers. Boarding and Lodging facilities are provided and liberal scholarships are awarded to all students by the Institute which draws its students from all non-Hindi States. Periodical refresher courses are also organised by the Institute.

Under the Hindi Teaching Programme of the Governmnnt of India a number of Hindi Shikshak Colleges have been established in non-Hindi States for the training of Hindi Teachers.

In addition to the above, training is given in methods of teaching Hindi as a Second Language in many Secondary Colleges of Education and Primary Teacher Training Institutions in most of the non-Hindi States.

(G) OTHER LANGUAGES

The training of teachers of Indian languages like Tamil, Kannada, Urdu, Malayalam, Telugu in Secondary Schools is done in some States in the Secondary Colleges of Education in the same way as teachers of other subjects. But in other States they undergo special courses of about 4 years' duration after the High School where the emphasis is upon the content-matter. Those who are successful in the examinations conducted at the end of these courses are awarded Degrees by the Universities or Diplomas by the State Education Departments which enable them to become teachers in secondary schools. In some States they undergo a further short-term course of about 4-5 months in the professional field. There is a widespread feeling that the teaching of the Mother-tongue or the Regional Languages in our country is one of the weakest areas in our system of education because those that are learned and proficient in the language do not have adequate professional training and those that receive adequate professional training in Colleges of Education do not have the necessary depth and competence in the language. This is a problem which calls for the immediate attention of educationists in this country.

(H) PRACTICAL SUBJECTS

The Secondary Education Commission of 1952 found the High Schools of the country working as single-track institutions offering academic instruction in a limited number of subjects which did not meet the varying needs, abilities, interests and aptitudes of the Secondary School pupils. The Commission recommended the establishment of multipurpose High Schools offering diversified courses. As a result, a large number of such High Schools sprang up all over the country. To train the teachers required for these schools, courses in Home Science, Commerce, Agriculture and Technical subjects were started in some Secondary Colleges of Education. However, the most significant event in this field was the establishment of the four

Regional Colleges of Education at Mysore, Bhubaneshwar, Bhopal and Ajmer by the N. C. E. R. T. in 1963 and 1964 offering 4 year and 1 year courses in Agriculture, Home Science, Commerce, Fine Arts and Technology. Unfortunately the enrolment in these courses was not found to be satisfactory and some of them had to be closed down. The Education Commission of 1964-66 has recommended a general High School course without any electives and some States have already accepted the recommendation and implemented it. Consequently the demand for trained teachers in these practical subjects is likely to be further reduced.

The training of teachers for Industrial Training Institutes run by the Ministry of Labour and the Polytechnics run by the Departments of Technical Education is provided in four Regional Technical Training Institutes set up by the Government of India.

(I) COLLEGIATE EDUCATION

The Mysore University organised for the first time in 1951 a six weeks Summer Course in Education for College Lecturers drawn from Arts, Science, Commerce, Medical and Engineering Colleges. Since then similar courses have been organised by other Universities and the University Grants Commission also. With the establishment of Junior Colleges or 2 year Pre-University Courses following the High School Course, the problem of giving some professional training to the college lecturers is again engaging the attention of educationists. It is quite likely that short term Summer Courses spread over 2 Summers may be accepted as providing adequate professional training to this category of teachers who will ordinarily have a Master's Degree.

III. In-Service Education

Although some in-service education was being given to our teachers in a sporadic manner by the Universities and the State Education Departments for a long time, the first organised attempt to meet the need was made in 1955 when the All India Council for Secondary Education started 24 Departments of Extension Services in Secondary Colleges of Education. During the following nine years the number went up to nearly a 100. From 1961 to 1971 these Extension Centres were run by the N. C. E. R. T. and from Ist April 1971 they are under the control of the respective State Governments. Although Educational extension at the secondary level has established itself fairly securely in this country, Educational Extension at the Primary stage is lagging far, far behind. Some beginning has been made by the establishment of State Institutes of Education and a few Departments of Extension Services attached to Primary Teacher Training Institutions in all the States.

IV. Training of Teacher Educators and Educational Administrators

There are over 2000 teacher education institutions in the country with over 20,000 members on their teaching staff. But at all levels,—secondary, primary, pre-primary and special, many of them do not have qualifications, adequate and appropriate to the type of work they are doing. In many cases where the qualifications are appropriate they are not adequate. For example, pre-primary and primary teacher training institutions are staffed by those who are trained in secondary colleges of education without any special competence in the area of pre-primary or primary education. In the secondary colleges of education, nearly 40 per-cent of the staff have only a Bachelor's Degree in Education with a B. A., or B. Sc., Degree, 58 per cent have a single Master's Degree (education or content) and only 2 per cent have a double Master's Degree. It is generally felt that the staff of Secondary Colleges of Education should all have a double Master's Degree and those in Primary Teacher Training Institutions should have at least one Master's Degree. In so far as educational administrators are concerned, no qualifications are prescribed except that they should be trained graduates.

Attempts are now being made to meet these needs by suitably reorganising the existing courses of study in the Post Graduate Departments of Education of Universities at the M. Ed. level. Furthermore, the N. C. E. R. T., the Asian Institute for Educational Planning and Administration and the State Institutes of Education are organising special in-service courses for Teacher Educators and Educational Administrators at different levels. The need to prescribe and insist upon specific pre-service training for Headmasters of Secondary Schools, Inspectors of Primary and Secondary Schools, Subject Inspectors, Teacher Educators at different levels, Guidance, Curriculum and Audio-Visual Personnel etc., is being increasingly felt and it is expected that the future line of development will be along these lines. The Education Commission has recommended the establishment of a staff college for this purpose.

V. National Council of Educational Research and Training (N. C. E. R. T.)

In 1961 the Government of India set up the N. C. E. R. T. amalgamating all the existing academic units under the Ministry of Education and creating new Units to take up work at the highest level in the areas of Educational Research, Training and Extension. Since then through its many Departments like the Department of Psychological Foundations, Department of Science Education, Department of Curriculum, Evaluation and Text Books and Department of Field Services, the NCERT has been rendering significant service in those areas and giving leadership and guidance. Many research projects have been taken up and completed with the assistance of the Department of Health, Education and Welfare of the U. S. A. Various University Departments of Education, Colleges of Education and other organisations are being

given financial assistance to take up research projects. Syllabi in Science, Mathematics, Social Studies and Text Books and supplementary materials have been prepared. It is also publishing two educational journals viz., The N. I. E. Journal and the Indian Educational Review.

VI. The Indian Association of Teacher Educators

Started in 1950 as the Association of Training Colleges in India and restricting its membership to Principals of Secondary Colleges of Education only, the association is serving the cause of Teacher Education through conferences and publication of books and periodicals. During the last 7 years it has opened its membership to all grades and types of Teacher Education Institutions and has thus become a fully representative organisation of the teacher educators of this country. It has worked in close co-operation with the Planning Commission, the Ministry of Education, the University Grants Commission and the NCERT in all matters relating to Teacher Education and has given valuable advice and guidance in shaping the programme of Teacher Education in the country. It has been officially recognized not only by the Central Government but also by several State Governments.

FRANCIS WONG

Teacher Education in Malaysia

In this paper on "Teacher Education and Socio-Economic Development in Malaysia", I would first like to say a few words on Malaysia itself—its location, its multi-racial population, its educational background – and then go on to describe the relationship between Teacher Education and the Socio-Economic Development in Malaysia.

The Background :

Malaysia occupies two regions—the Malay Peninsula (or West Malaysia) extending from the Isthmus of Kra to the Straits of Johore, and the northwestern coastal area of the island of Borneo (or East Malaysia). These two regions are separated by about 400 miles of the South China Sea.

The greater part of Malaysia is still covered by dense tropical rain-forest, the proportion of forest land being greater in East Malaysia than in West Malaysia, which is more developed. The coastal plains have been cleared, but development is much more advanced on the west coast of West Malaysia than elsewhere. Here are to be found the major towns and large areas of land given to mining, rubber planting, oil palm, pineapple and rice cultivation. East Malaysia, on the other hand consists, in general, of an alluvial coastal plain, or more hilly country further inland and of mountain ranges in the interior.

According to the latest census taken in 1970 the total population of Malaysia is 10,434,034 of which 8,810,399 are in West Malaysia and 1,632,635 in East Malaysia. There are about 4,000,000 Malays. They are one of the first people who lived in Malaysia. They speak the Malay language and profess the Muslim religion. Most Malays are fishermen or paddly farmers, but in recent years the Government has encouraged more and more Malays to enter into commerce and industry. In the professions, most of them are in government service. There are about 3,000,000

Chinese in Malaysia. Most of them profess the Buddhist religion but a few Chinese are Christians. Most Chinese are farmers, miners, businessmen, artisans and are to be found in all the towns of Malaysia. There are nearly 1,000,000 Indians and Pakistanis in Malaysia. Most Indians in Malaysia profess the Hindu religion, but the Pakistanis are Muslims. Many Indians and Pakistanis work in the rubber estates, though a few prefer to work or set up shops in towns. A good number of them are to be found in the professions, especially as doctors or lawyers. In East Malaysia there are also many different types of people besides the Malays, Chinese, Indians and Pakistanis. These are indigenous people of Sarawak and Sabah, and among them the more numerous are the Ibans, the Melanaus, the Muruts, the Bajaus and the Kadazans.

The relationship between Teacher Education and the socio-economic development in Malaysia can only be correctly established, understood and assessed in the light of the foregoing background—and also of the educational development in the country itself. For our purpose, education in Malaysia can be roughly divided into three periods :

a) the British period of 1786-1941

b) the post-war reconstruction of 1945-1962

c) since the formation of Malaysia in 1963.[1]

The British Period, 1786-1941:

Prior to the arrival of the British in Malaysia there were, of course, the mosque and temple schools, but education as it is usually understood today, came with the British. During the early period of educational development, certain factors shaped the national educational pattern. The racial and economic factors brought about the various types of schools : the vernacular schools (Malay, Chinese and Tamil) and the English-medium schools. Another was the religious factor which accounted for the pioneering endeavours of the different Christain Missions. Private enterprise was responsible for some remarkably fine schools but later these had to be taken over by the Government because of lack of funds. During this period the authorities allowed each communal group to contribute to education as it thought best. The objective was to allow the various racial or religious groups to provide some sort of education, especially in the English medium. Socially, under such a system, education became divisive in the sense that it did not help to unite or bring the various racial groups together. The separate and compartmentalised types of schools kept them apart from each other. Economically, the educational system only produced clerks or trained the youth for white-collar jobs. This was certainly not sufficient when viewed in its long-term implications.

Since Teacher Education usually followed the pattern of overall education in a country, it was to be expected that in Malaysia, the pattern of teacher education also followed the pattern of overall education. In other words there was no organised pattern of teacher training. The practice then was to organise specific training courses for specific purposes or for specific levels of teaching in schools. Thus there were different types of training courses for different kinds of schools, using different media of instruction.

The Post-war Reconstruction, 1945-1962 :

Immediately after the Pacific War of 1941-1944 there was an upsurge of Asian nationalism which resulted in a number of countries in this region obtaining independence from their erstwhile colonial masters, for example, India, Burma, Ceylon, Indonesia and the Philippines. It was only a matter of time that Malaya, Sarawak and Sabah (or British North Borneo as it was then called) would follow suit. For this reason post-war educational reconstruction in these territories had to be much more than just the rebuilding of schools that had been destroyed by the war and the expansion of educational facilities to meet the post-war bulge of school enrolment. A re-orientation of educational objectives and classroom curricula was imperative, if the postwar educational reconstruction were ro prepare them for independence. But political independence had little meaning without social integration and economic viability. The Education Committee of 1956 or Razak Committee (called after the then Minister of Education, Dato Abdul Rajak bin Hussain, and presently Prime Minister of Malaysia) consequently set itself :

> "to examine the present Education policy of the Federation of Malaya and to recommend any alterations or adaptations that are necessary with a view to establishing a national system of education acceptable to the people of the Federation as a whole which will satisfy their needs and promote their cultural, social, economic and political development as a nation, having regard to the intention to make Malay the national language of the country whilst preserving and sustaining the growth of the language and culture of other communities living in the country."[2]

The Razak Committee outlined the government's policy vis-a-vis the teacher training programmes for:

a) primary schools

b) specialist teachers of languages in primary and secondary schools

c) subject teachers for secondary schools

d) teachers for trade and technical schools.

In accordance with the above mentioned principles, it was decided to have a uniform standard of teacher training in the four different language media catering for the four different types of primary schools. Also in accordance with the language policy of the country (Malay to become the National Language after Independence of 1957) all primary school teachers were required to offer a second language for training in addition to the main language used as the medium of training.

Since the formation of Malaysia, 1963 :

In 1963 Malaya together with the former British colonies of Sarawak and British North Borneo (now known as Sabah) decided to join to form the new Federation-Malaysia. Since then Malaysia has to meet the twin educational challenge of providing :

a) education for an ever increasing number of boys and girls in a much wider area, to include West and East Malaysia, the urban and the rural population, the tertiary and the primary and secondary levels; and

b) the kind of education that will be best suited to the political, social and economic needs of the new nation—an education that will bring about a greater spirit of loyalty to the nation, through instilling a sense of belonging to Malaysia. The curricula has to offer not only academic but also technical education in view of the social and economic changes in the country. Appendix I outlines the educational pattern in Malaysia.

Malaysia thus faces an educational challenge that is both quantitative as well as qualitative. The survival of Malaysia as a nation may well depend on how successfully she can meet this challenge, for the whole body politic depends on this. But there can be no political stability unless there is social integration and economic viability. And education can be an integrating influenue as well as a disruptive force—depending on how it is used. Malaysia realises this and has geared its development plans, especially the Second Malaysia Plan (1971-1975) towards the restructuring of society and redressing the imbalance between the "haves" and the "have-nots". During the British period and even after Word War II when Malaya was on the threshold of independence, the population was divided along racial lines in matters of education, including teacher education. Now the Malaysian Government is determined ro bring the various racial groups together to forge a Malaysian identity. Accordingly the present Government has laid great stress on a restructuring of Malaysian society so that the various ethnic groups bound by the principles of the national ideology—Rukunegara—can be brought more closely together to bring about a Malaysian people with a Malaysian culture and identity. Economically, Malaysia must ensure that the previous heritage of one racial group having an

almost entire control of commerce and industry be rectified so that all will share in the prosperity of the country. The Government has declared its intention of using education to achieve these two objectives. First (for social integration), the Government has legislated for the use of Bahasa Malaysia as the National Language and main medium of instruction at all levels of education, and the inclusion of more Malays into educational establishment, especially at the tertiary level, including teacher education. Second (for economic viability), the Government has emphasized very strongly the inclusion of Science, Mathematics and Technical subjects in the curricula, including teacher training, so as to provide the necessary teachers in sufficient numbers to train the next generation of a new Malaysia.

When Malaysia was formed in 1963, the Government felt that an overall examination of the whole system of teacher training was called for and it appointed a committee to look into, inter alia,

> "the proposed Courses of Studies for Malayan Training Colleges and the allocation of teaching time for the different sections of the Course; the appropriate staffing for the Malayan Training Colleges based on the requirements of the Education lecturers and the methods of teaching Education in Training Colleges."[3]

The Working Committee on Courses of Studies and Education Syllabuses agreed that there should be an overall plan for "an integration of the teaching programme for teachers". At a meeting between the Faculty of Education, University of Malaya, and the Ministry of Education, in January 1964, Professor Ruth Wong[1] of the Faculty of Education undertook on behalf of the Faculty the responsibility for conducting the external examinations for all secondary training colleges. As from 1964 and under this integrated Teacher Training Plan, all teacher training colleges in West Malaysia have been co-ordinated, with each college specialising in certain subjects in the secondary school curriculum.

Another teacher training scheme that had socio-economic implications for the country was the Regional Training Centres (RTC). With the introduction of comprehensive education in the lower secondary forms from January 1965, and as the intake into the secondary training colleges could not be increased to cope with the additional number of teachers required in such a short time, the Ministry of education decided on a two-year part-time training in regional training centres and part-time teaching in schools during term time. This part-time training programme was really an emergency training programme and it was intended that the programme would be discontinued when the existing secondary training colleges had been expanded under

the First Malaysia Plan (1966-1970) to cope with the increased demand for teachers. In November 1967 the then Minister of Education, Inche Mohammed Khir Johari, announced that as from 1968, this Regional Training Course would be discontinued.

Malaysia has come a long way in its provision for teacher training. As far as West Malaysia is concerned, a more co-ordinated and clear-cut pattern of teacher training has resulted from the principles outlined in the Report of the Education Committee of 1956 and the Integrated Plan of 1964. Appendices II and III give an idea of this expansion.

As for East Malaysia, Sarawak has an English-medium training college at Batu Lintang, another training centre at Sibu, and the Rajang Teachers Training College at Binatang. Sabah has Kent College at Tuaram and two other training centres at Kota Kinabalu. Appendices IV, V and VI give the 1967/68 figures on the school enrolment and teachers in East Malaysia.

As far as one can read into the developments mentioned above, the trend in teacher training in Malaysia is as follows:

a) primary training colleges/centres will continue to provide a single form of training in the language media of the primary schools in the country;

b) the secondary training colleges will continue to offer the two-year basic course to candidates with the minimum qualifications of the Malaysian Certificate of Education to train teachers of all subjects, academic and technical, offered in the comprehensive curriculum of lower secondary form;

c) the University of Malaya Faculty of Education, in addition to conducting the one-year post-graduate diploma course and higher degree courses, will also organise courses for:
   i) the under-graduate students in conjunction with the Faculty of Arts,
   ii) graduates of the Technical Teachers Training College and the Agricultural College leading to a Certificate in Education and which will train them to be teachers of technical and agricultural subjects in upper secondary forms of secondary technical and vocational schools,

d) the University of Penang, Centre for Educational Services will continue to offer concurrent degree courses in Education to its undergraduates who wish to be mathematics and science teachers in secondary and upper secondary forms. In time this Centre will be one of the main suppliers of Mathematics and Science teachers in Malaysia;

e) University Kebangsaan (National University) will open its Faculty of Education in 1972/1973 as part of its expansion programme announced by the Vice-Chancellor, Dr. Mohd. Rashdan b Baba. This will help to increase the output of graduate teachers for the Malay-medium schools;

f) in line with the government's policy to implement Bahasa Malaysia as the main medium of instruction in all institutions of learning, a re-training scheme will be launched to enable practising teachers to be conversant with the language and its use as the medium of instruction. In time Bahasa Malaysia will be the main medium of instruction in all Teachers' Training Colleges.

Undoubtediy the shortage of teachers, especially Mathematics and Science teachers, has been eased to a certain extent by the help given by the British Voluntary Service Overseas (VSO), The American Peace Corps, and more recently the Indonesian teachers who have come on a contract basis. But this is only a stop-gap measure. Malaysia must have her own teachers and have them in sufficient quantity and quality as soon as possible.

Finally the question of a unified teaching profession also deserves to be considered. Before 1956 members of the teaching profession were working within a system which consisted of many types of teachers, each with a different salary scale and with little or no opportunity for transfer or promotion from one grade to another. The Education Committee of 1956, accordingly, recommended that all teachers in the country should be organised into one professional service on one national salary scale with pension rights and individual freedom of transfer from one employer to another. The outcome of this was the introduction of the Unified Teacher Service (UTS) on 1 July 1961. The main features of the UTS were that all teachers under this service became employees of school boards and ceased to be government servants, and their remuneration was based on the type and level of teaching as well as their academic and professional qualifications.

In effect, the UTS created more problems than it was intended to solve, the details of which need not concern us here. Moreover, all those teachers who did not stand to gain from the UTS opted to remain under old schemes, so that in effect one more salary scheme, complex in itself, was added to the myriads in existence. The Aziz Commission which was set up in 1968 to clean up the Augean stables was staggered to find that there were fifty-five registed unions and five hundred and eleven salary scales in West Malaysia alone. It presented its first report in 1969 and its revised report in 1970.

Its acceptance by the Government in May 1971 means the creation of a new government teaching service. This new service will be an "open service" administered by an Education Service Commission which will have the funotions and authority of the Public Services Commission. It will appoint, direct and deploy teachers and other staff. It will mean the disappearance of the authority of school boards and governors. The Commission's primary consideration will be how to obtain the maximum efficiency of the teaching service. In the past many have become teachers as a last resort. But under the Aziz Report salaries compare very favourably with those received by other government servants and it is hoped that future recruitment into the teaching service will be of a much better quality. In future recruitment will be for five categories: Teachers with university degrees, Technical and trade teachers, College-trained teachers, teachers with qualifications lower than the Malaysian Certificate of Education and missionary teachers.

In these and other future plans, the final goal should be kept in mind, namely the purpose of a teacher training programme, which should be to develop in each student-teacher his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underline good human relations, within and across national boundaries, and a sense of responsibility to contribute both by teaching and example, to the social, cultural and economic progress of Malaysia.

Malaysia is now passing through critical times. In the 1970s Malaysia should examine her teacher education in the light of the factors that have shaped national education pattern during the British and Post-war Reconstruction periods. More important, teacher education should be geared to meet the challenge of the 1970s and in line with the Second Malaysia Plan (1971-1975) which essentially, means educational diversification at the secondary and tertiary level to provide more technical education and to improve educational facilities in rural areas. Fundamentally, the Second Malaysia Plan is aimed at the socio-economic development of Malaysia (social integration and redressing the economic imbalance between the various racial groups). For this reason, a re-examination of teacher education as an important means of producing the type of teachers needed to implement this Plan is called for. It is vitally important that those who are responsible for teacher education in Malaysia should rethink, reassess and update constantly the curriculum, the methodology, in fact, the very goals and objectives of teacher education for Malaysia.[5] The present Minister of Education, Inche Hussein Onn, has thought it timely to call for a reorientation of the teacher education programme:

> "Teacher will have to be not only suitably qualified, but also suitably trained. There is an urgent need to look into matters such as the

restoration of public respect and esteem for the teaching profession. There is need also to revitalise a sense of purpose and dedication among teachers. To achieve these two objectives there should be a reorientation of the teacher education programme."[6]

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1. See **Education in Malaysia,** Heinemann Educational Books, Ltd., 1971, by Wong Hoy Kee and Ee Tiang Hong.

2. **Report of the Education Committee,** 1956, Ministry of Education, Kuala Lumpur.

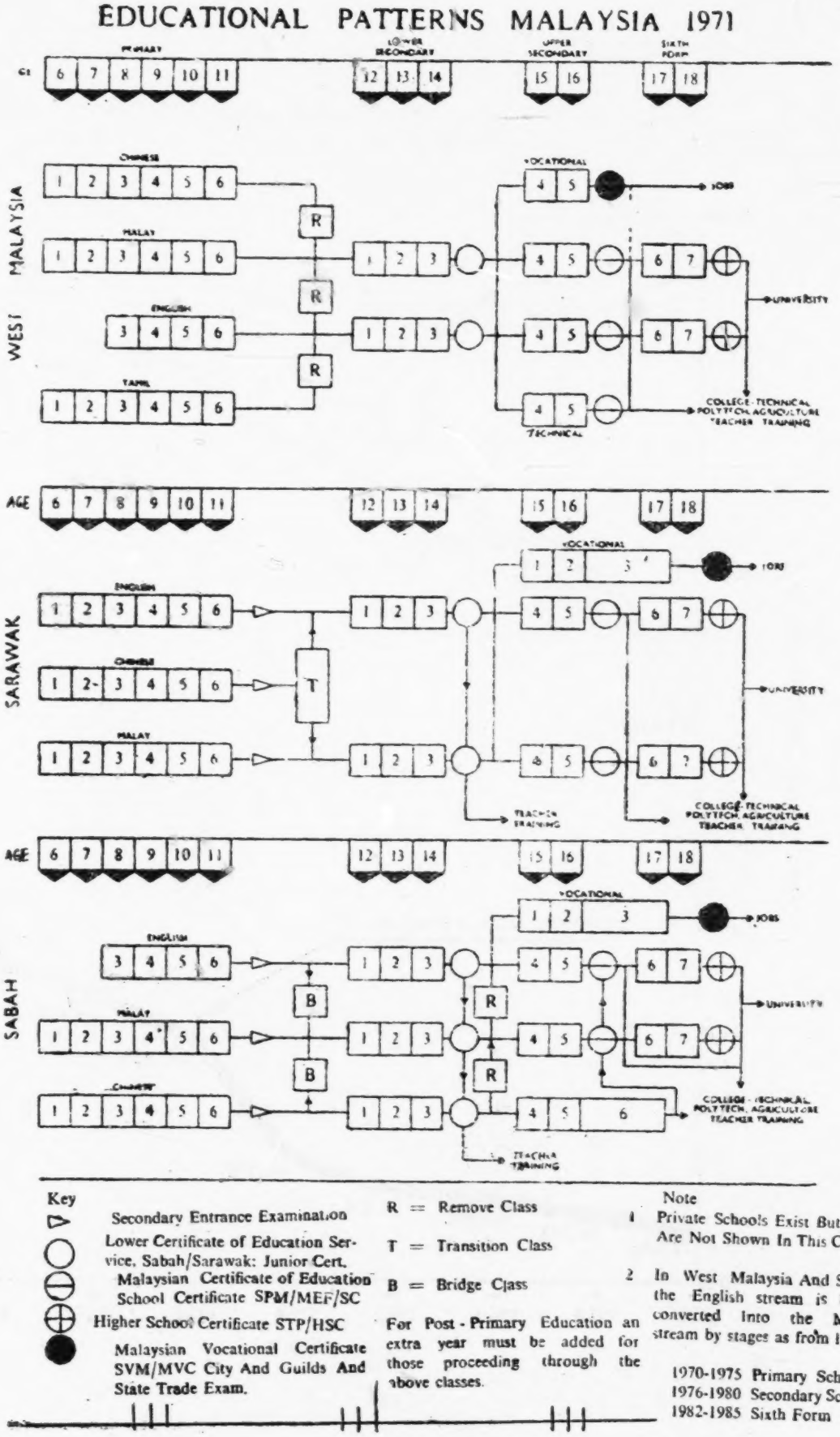
3. **Report of the Working Committee on Courses of Studies and Education Syllabuses in the Secondary Traing Colleges,** 1963, Ministry of Education, Kuala Lumpur.

4. **Ruth Wong**, now Director of Research, Ministry of Education, Singapore

5. **Report of the Malaysian Ministry of Education Committee to draft the Aims of Teacher Education in Malaysia,** Kuala Lumpur, 1971.

6. **The Straits Times,** 4 April 1970.

EDUCATIONAL PATTERNS MALAYSIA 1971



Key

- Secondary Entrance Examination
- Lower Certificate of Education Service, Sabah/Sarawak: Junior Cert.
- Malaysian Certificate of Education School Certificate SPM/MEF/SC
- Higher School Certificate STP/HSC
- Malaysian Vocational Certificate SVM/MVC City And Guilds And State Trade Exam.

R = Remove Class

T = Transition Class

B = Bridge Class

For Post - Primary Education an extra year must be added for those proceeding through the above classes.

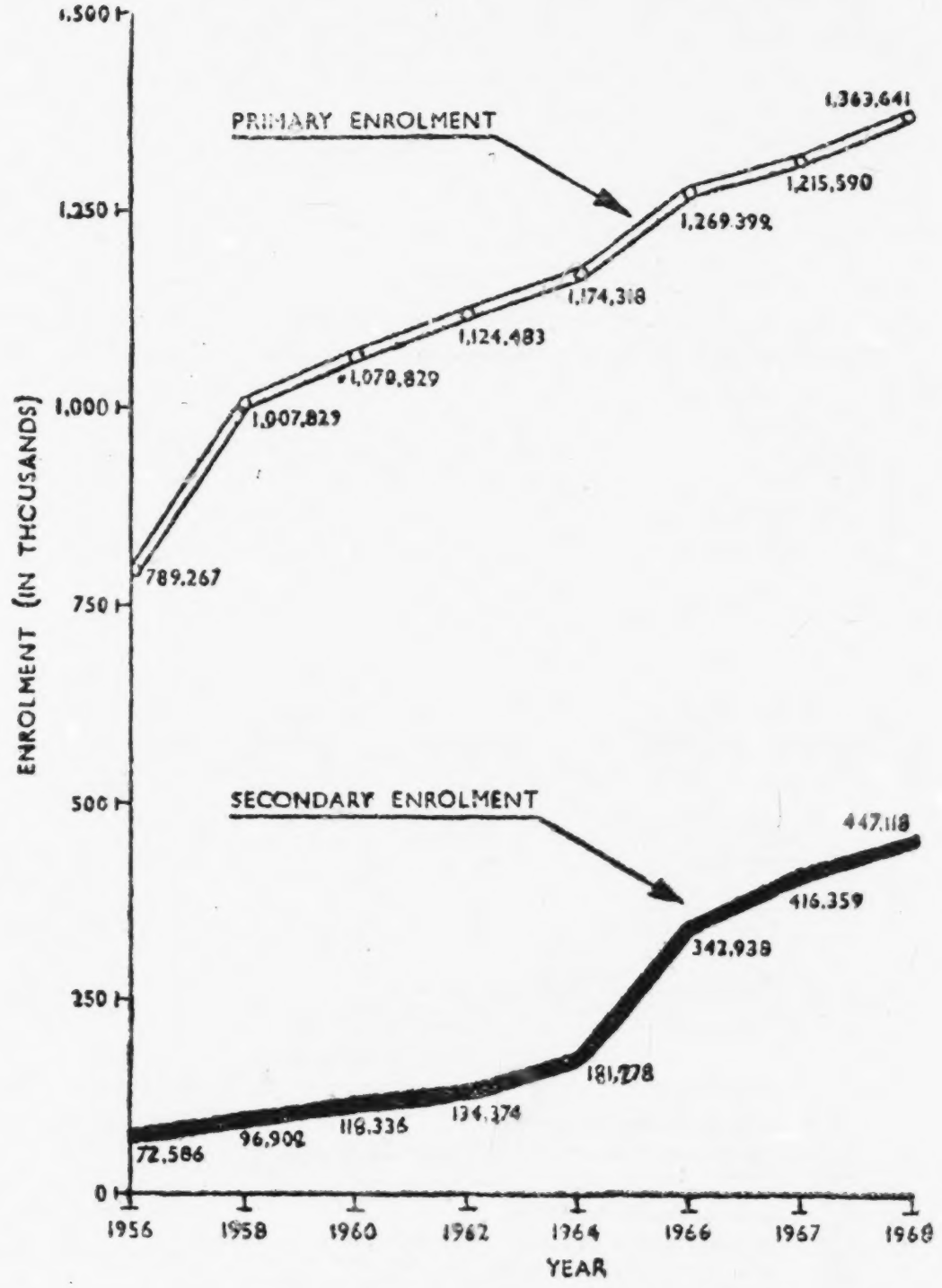
Note

1 Private Schools Exist But They Are Not Shown In This Chart.

2 In West Malaysia And Sabah the English stream is being converted Into the Malay stream by stages as from 1973.

1970-1975 Primary School
1976-1980 Secondary School
1982-1985 Sixth Form

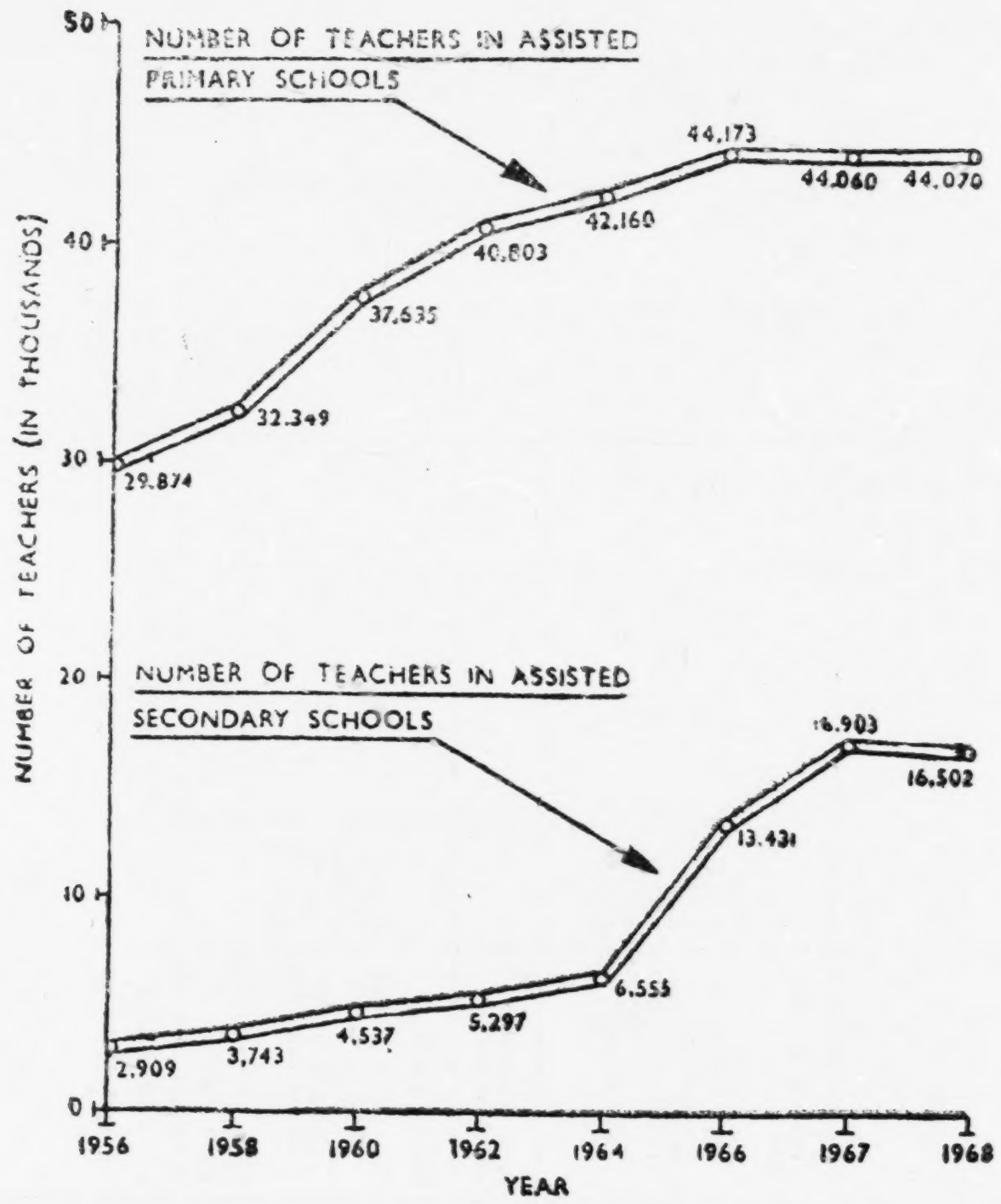
Chart 8
Enrolment in Assisted Schools
in West Malaysia



12

Source: Educational Statistics of Malaysia, 1968, Dewan Bahasa dan Pustaka, page 12.

Chart 9
Number of Teachers
in Assisted Schools
in West Malaysia



13

Source: Educational Statistics of Malaysia, 1968
Dewan Bahasa dan Pustaka, page 13.

SARAWAK APPENDIX IV

GENERAL EDUCATION—NUMBER OF SCHOOLS AND PUPILS AS IN SEPTEMBER, 1967.

Type of Schools	Medium of Instruction	Primary				Secondary			
		Schools	Enrolment			Schools	Enrolment		
			Male	Female	Total		Male	Female	Total
Government & Aided Schools									
Government	English	...	...	...	...	29	5,152	2,241	7,393
Local Authority	English	813	44,597	31,438	76,035	...	...	...	...
Local Authority	Chinese	18	1,257	1,072	2,329	...	...	...	...
Private Committees	English	3	321	369	690	...	...	...	...
Church or Mission	English	131	11,292	8,985	20,277	14	3,178	2,297	5,475
Church or Mission	Chinese	5	778	665	1,443	...	16	19	35
Chinese Committees	Chinese	217	20,342	18,183	38,525	..	...	...	...
Chinese Committees	English	...	...	...	..	9	E. 1,780	1,856	3,636
		...	...	...	...	...	Ch. 225	131	356
Total: Government & Aided Schools		1,187	78,587	60,712	139,299	52	10,351	6,544	16,895
Unaided Schools									
Private Committees	English	4	158	139	297	25	4 853	3,507	8,360
Church or Mission	Chinese & English	...	...	...	...	1	Ch. 760 E. 342	...	760 342
Church or Mission	English	6	400	270	670	11	2,056	1,358	3,414
Chinese Committees	Chinese & English	3	67	55	122	13	Ch. 2.091 E. 48	1,022 15	3,113 63
		...	...	...	...	.			
Total: Unaided		13	625	464	1,089	50	10,150	5,902	16,052
Grand Total		1,200	79,212	61,176	140,388	102	20,501	12,446	32,947
						Add Primary	79,212	61,176	140,388
						Grand Total -- Primary and Secondary	99.713	73,622	173,335

Ch. ... denotes Chinese Medium
E. ... denotes English Medium

Source : Department of Education
Sarawak

SARAWAK

TEACHERS IN SCHOOLS CLASSIFIED BY QUALIFICATIONS AS IN SEPTEMBER. 1967

APPENDIX V

Type of Teachers	Primary Schools						Secondary Schools								Grand Total		
	Aide		Unaided		Total		Government		Aided		Unaided		Total				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Approved Graduates																	
Trained	...	...	...	...	...	...	41	22	32	18	19	12	92	52	92	52	
Untrained	...	...	...	...	...	...	60	22	96	37	97	36	253	66	253	9.	492
Passed Secondary School Certificate																	
Trained	362	255	2	4	264	259	89	34	78	62	18	4	185	100	549	359	
Untrained	639	405	1	6	640	411	22	5	51	15	268	118	341	138	981	549	2.438
Below Secondary School Certificate																	
Trained	645	164	...	1	645	165	22	1	8	3	3	3	33	7	678	172	
Untrained	872	335	8	9	880	344	4	2	5	...	27	26	36	28	916	372	2,138
Passed Primary																	
Trained	324	19	...	..	324	19	...	...	..	..	...	...	...	...	324	19	
Untrained	242	29	1	3	243	32	...	...	...	...	...	...		...	243	32	618
Total	3084	1207	12	23	3096	1230	238	86	270	35	432	199	940	420	4036	1650	5,686

Total 1967	4,291	35	4,326	324	405	631	1,360	5,686
Total 1966	4,112	39	4,151	222	370	528	1,120	5,271
Total 1965	3,832	56	3,888	189	345	468	1,002	4,890
Total 1964	3,575	53	3,628	133	322	395	850	4,478
Total 1963	3,373	44	3,417	106	258	279	643	4,068

SOURCE : Department of Education, Sarawak.

APPENDIX VI

SABAH — NUMBER OF BOYS AND GIRLS IN PRIMARY AND SECONDARY SCHOOLS, 1967 & 1968.

As at 30th Sep.	Primary Schools			Secondary Schools			All Schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1967	60,123	43,694	104,817	10,265	6,604	16,869	71,388	50.298	121,686
1968	61,629	45,797	104,426	13,750	8,754	22,504	75,379	54,551	129,930

SOURCE : Department of Education, Sabah.

SABAH — NUMBER OF TRAINED TEACHERS, 1967

As at 30th September	Qualifications			
	Approved Graduate or Equivalent	Completed Secondary	Not Completed Secondary	Total
1967	338	600	1,202	2,140

SOURCE : Department of Education, Sabah.

PHAM NGOC TAO

Republic of Vietnam vis-a-vis Teacher Education

Vietnam is a country where scholarship is highly respected and education has always been encouraged by the Government. Traditionally, education has always been a sure means to fame and success. Knowledge is greatly sought after by each and everyone in our country.

In the past, the Vietnamese people inherited an educational system which was bookish, theoretical and therefore, antiquated. All forms of practical skills were looked down upon, and science and technology were much neglected. The majority of the population were illiterate. The system of education had little relevance to the needs of the fast developing country determined to establish itself among the nations of the modern world.

Efforts to change the inadequate system at the beginning were limited, but, for the past two decades, it is a story of steady growth and expansion.

Today free education, with modern methods and approaches, is being expanded in the cities and spread deep into the villages. In spite of the severe economic strain, the Government of the Republic of Vietnam gives top priority to education. In spite of the limited funds at its disposal, the Government strives hard to provide all facilities to the educationists of the country. My country is beset with the problem of re-building the schools every now and then. In spite of many handicaps, the Government has made steady progress for the improvement of the standard of living of the teachers who are the backbone of the society.

In Vietnam special emphasis is placed on primary education. Hundreds of schools have been built throughout the country. Attendance in the schools is very high.

The primary school teachers have now adopted the modern concept of learning

by problem-solving. The schools adopting the methods of learning by problem-solving are called Community Schools. The local school teacher has an important role to play in improving the environment and enhancing the people's social and economic life.

Community Education is best suited to my country as the aims of the nation's political strategy and the programme of pacification are identical. The community school and the counter-insurgency program seek full participation of the people in self-help projects. The Community School Teacher is the agent who helps the young students - and through them the adults—to contribute their own resources to solve problems of everyday life. The curriculum treats the community as a laboratory. School routine work is supplemented by discussions, local excursions and field trips. In this context the primary school teacher plays an important role. The teacher presents the pupils with a problem, encourages them to discuss that problem, to go out and gather data pertinent to the problem, to analyse a course of action that seems most likely to solve it.

After five years in primary schools, students are eligible for secondary education, roughly corresponding to high school education in India. The secondary school student is taught modern literature, classical literature, mathematical science and experimental science, home economics, industrial arts, agriculture and business administration.

For the benefit of teachers, pilot schools and demonstration schools have been started which are attached to the respective faculties of pedagogy.

In the field of higher education steps have been taken to cater to the needs of students.

Altogether, there are seven universities. The schools for teachers are scattered in the main provinces.

The universities stress the importance of changing needs of the country and the usefulness of the students taking to modern methods of education. Like the Community School, we have also the Community Junior College. The main aim of such a college is to offer vocational and adult education contributing to more highly skilled roles in society. The Community College is defined as the centre of the community. It provides meaningful cultural and technical training for purposes other than the attainment of a degree, and is accessible to a great mass of students who are unable to study for a four-year university diploma.

Now, let me tell you something about the Teacher Education in Vietnam.

In a developing country it is very essential to have a good educational system for the teachers. If teachers are not adequately trained for their jobs, all projects, methods and innovations to promote the system of education will collapse. For a nation to succeed in the field of education, it obviously depends on a large measure, on the ability of teachers and their efficiency. Looking upon teaching as a profession with all the implications that the term stands for, there is no gainsaying that professional training for teachers calls for careful consideration and treatment.

One important weakness in the position of a teacher-educationist lies in the fact that he loses contact with the down-to-earth problems the moment he enters the Teachers' college. The professors and lecturers of the Teachers' Training College have not only to keep abreast with new pedagogical theories and techniques, and explain them to the teacher-trainee, but also, to demonstrate how practically to negotiate the problems that come up in day-to-day life. The teacher educationist always needs to retain, a fresh mind, which he cannot do unless he keeps himself in constant touch with the latest books, journals and scholarly discussions. The teacher educationist can no longer afford to live the life of a recluse, but, has frequently to meet his fellow teachers in his own field and exchange views with them at conferences and seminars, which are the order of the day. It is truly said that "he who learns from one occupied in learning, drinks of a running stream, while he who learns from one who has learned all he is to teach, drinks the green mantle of the stagnant pool".

The role of a teacher educationist in the proper social perspective is not less important. As the professor of surgery who deals with the physical organs of living people, the teacher has to deal with the development of their minds and souls. The teacher's function is more delicate and difficult.

Teaching is learning. Integration of the three stages, namely, pre-service, professional and in-service training provides the basis of the teacher-education. But higher emphasis should be placed on in-service training, especially when the curricula and methods in the schools are developing and changing as rapidly as they are today. Moreover, teacher' training—whether for primary school or for advanced science or mathematics in a secondary school—must be upgraded and modernised extensively.

Before concluding I would like to stress one important aspect of Teacher Training in the colleges. How much do the Teacher Training Colleges try to grapple with the matter-of-fact problems of school education with special reference to student indiscipline, teacher-unrest, etc.?

APPENDICES

A—Programme

B—List of Delegates

Appendix A

PROGRAMME

Including names of Chairmen, Speakers and Rapporteurs

Monday June 14, 1971

9 a. m.	Registration	
10 a. m.	**Inaugural Function**	
	Invocation	
	Welcome	- i) Sri T. K. Tukol Chairman, Reception Committee
		ii) Dr. Frank H. Klassen Executive Director, ICET
		iii) Dr. Edward C. Pomeory Executive Director, AACTE
		iv) Dr. R. N. Mehrotra General Secretary, IATE
	Reading of Messages	Dr. N. V. Thirtha
	Introducing the Theme of the Conference	Dr. S. N. Mukerji
	Inaugural Address	Sri Dharma Vira
	Presidental Address	Dr. G. Chaurasia
	Vote of Thanks	Sri A. C. Devegowda
	National Anthem	
12 Noon	Opening of the Book Exhibition	
3 P.M. to 5.30 P.M.	**Plenary Session I**	
	Modernisation as a Process and Social Change	
	Chairman	Dr. Francis Wong
	Speakers	Dr. Donald K. Adams Dr. M. S. A. Rao
	Rapporteurs	Dr. S. P. Ahluwalia Sri V. K. Kohli
6 P.M.	Reception to the Delegates by the Chief Secretary, Government of Mysore - Banquet Hall, Vidhana Soudha	

Tuesday June 15, 1971

9.30 A.M. to 1P.M. **Plenary Session II**

Role of International Co-operation and Teacher Education

Chairman	Dr. Robert Johnson
Speakers	Dr. Frank H. Klassen Mr. Pham Ngoc Tao Mr. S. Natarajan Dr. N. P. Pillai
Rapporteurs	Dr. S. K Das Gupta Miss A. Lingajammanni

3 P. M. to 5 P.M. **Plenary Session III**

National Goals and Objectives of Teacher Education

Chairman	Dr. S. Salamatullah
Speakers	Dr. Saiyut Champatong Dr. Francis Wong Dr. K. G. Desai
Rapporteurs	Sri D. R. Vij Sri Shankar Royal

6 p. m. Variety Entertainment - Sir K. Puttannachetty Town Hall.

Wednesday June 16, 1971

9.30 A.M. to 1 P.M. **Plenary Session IV**

Socio-Economic Change & Teacher Education

Chairman	Dr. Walter Krieder
Speakers	Dr. S. Shukla Dr. D. B. Desai Dr. S. P. Ahluwalia Dr. Francis Wong Dr. D. D. Tewari
Rapporteurs	Sri S. N. Katiyar Dr. M. L. Tickoo

3 P.M. to 5.30 P.M. **Sectional Meetings**

Section I **National Minorities and Teacher Education**

Chairman	Dr. D. D. Tewari
Speakers	Dr. J. B. Jones
	Dr. S. Salamatullah
	Dr. (Mrs) Sajida Zaidi
Rapporteur	Mr. D. Samuel

Section II **Problems of Wastage, Attrition, Overlap and Isolation**

Chairman	Dr. K. G. Desai
Speaker	Mr. K. R. Hande
Rapporteur	Sri M. A. Gangappa

Section III **Informal and Non-Formal Schooling and Teacher Education.**

Chairman	Dr. N. V. Thirtha
Speaker	Dr. Joseph Allessandro
Rapporteur	Miss K. Kripalani

Section IV **The Role of National Associations in the Improvement of Standards.**

Chairman	Dr. S. N. Mukerji
Speaker	Dr. Edward C. Pomeroy
Rapporteur	Dr. S. P. Ahluwalia

Section V **Continuous Professional Growth and In-service Education.**

Chairman	Dr. K. Kulandaivelu
Speakers	Sri Hukam Singh
	Dr. S. R. Rao
Rapporteur	Sri K. J. Srinivasan

Section VI — **Teacher Education Curricula : Problems of Integration and Inter-Disciplinary Approach**

Chairman	Dr. Mahmoud H. Fahmy
Speakers	Dr. (Mrs) K. T. Singh
	Dr. (Miss) Champa L. Bhatt
	Sri K. K. Shukla
	Prof. Uday Shankar
	Dr. Nardev S. Kapruan
Reapporteur	Dr. A. S. Deshpande

6 p. m. Reception to the Delegates by ICET - Ashoka Hotel

Thursday, June 17, 1971

9.30 A.M. to 1 P.M. **Plenary Session V**

Reports of Six Sectional Meetings

Chairman	Sri A, C. Devegowda
Rapporteurs	Sri S. N. Katiyar
	Dr. M. L. Tickoo

2. 30 p. m. - 5.30 p. m. Local Visits in the City

5. 30 p. m. Reception to the Delegates by Bangalore Association of Teacher Educators. Senate Hall.

Friday, June 18, 1971

9.30 A.M. to 1 P.M. **Plenary Session VI**

National Reports on Teacher Education

Chairman	Dr. N. P. Pillai
Speakers	Rev. Dr. E. B. Stout
	Dr. Francis Wong
	Dr. Saiyut Champatong
	Prof. A. C. Devegowda
	Dr. N. P. Pillai

3 p. m. - 5. 30 p. m. **Valedictory Session**

President	Dr. G. Chaurasia
Valedictory Address	Dr. Edward C. Pomeroy
Discussion on Resolutions	
Vote of Thanks	Dr. N. V. Thirtha

5. 30 p. m. Reception to the Delegates by the Book Exhibition Committee - Senate Hall.

Saturday June 19, 1971 Excursion t. Mysore

Appendix B

List of Delegates

FOREIGN

Malaysia

1. Dr. Francis Wong,
   Faculty of Education,
   University of Malaya,
   Kuala Lumpur.

Philippines

2. Dr. N. P. Pillai,
   UNESCO Expert,
   Asian Institute of Teacher Educators,
   Quezon City.

Thailand

3. Dr. F. Champa Tong,
   Deputy Director,
   Teacher Training Mission of Education,
   Bangkok.

4. Dr. R. N. Johnson,
   Asst. Director, USAID Mission,
   Bangkok

United States of America

5. Dr. Donald K. Adams,
   Professor,
   International & Development Education Programme,
   School of Education,
   University of Pittsburgh,
   Pittsburgh, Penn. 15213

6. Dr. D. L. Austin,
   Assistant Professor,
   Social Studies Education,
   Temple University,
   Philadelphia, Penn. 16802

7. Dr. J. Allessandro,
   Professor of Education,
   Pennsylvania State University,
   Penn. 16802.

8. Dr. N.Birnbaum,
   Associate Professor of History,
   Shippensburg State College,
   Shippensburg, Penn. 19131.

9. Dr. J. A. Enman,
   Professor of Geography,
   Bloomsburg State College,
   Bloomsburg, Penn, 17815

10. Dr. M. H. Fahmy,
    Assistant Professor,
    Department of Education,
    Wilkes College,
    Wilkes-Barre, Penn. 18703.

11. Dr. J. B. Jones,
    Professor of Education,
    Texas Southen University,
    Houston, Texas 77004.

12. Dr. Frank H. Klassen,
Associate Director,
American Association of Colleges for Teacher Education,
One Dupont Circle,
Washington, DC 20036

13. Dr. W. Krieder,
Professor of Education,
Millersville, State College,
Millersville, Penn. 17551

14. Dr. Myrril H. Krieger,
Professor of Education,
Lock Haven State College,
Lock Haven, Penn. 17745

15. Dr. H. L. Peebles,
Acting Director, Teacher Education
PMC Colleges,
Chester, Penn. 19013

16. Dr. E. C. Pomeroy,
Executive Director,
American Association of Colleges for Teacher Education,
One Dupont Circle,
Washington, DC 20036.

17. Rev. E. B. Stout,
Associate Professor of Education,
St. Joseph's College.
Philadelphia, Penn. 19131.

18. Dr. R. I Terwilliger,
Professor of Education
Edinboro State College,
Edinboro, Penn. 16412.

19. Miss Sandra W. Thomas,
University Centre for International Studies,
University of Pittsburgh,
Pittsburgh, Penn. 15213.

Vietnam, Republic of

20. Mr. Pham Ngoc Tao,
Vice-Consul,
Consulate General in India for Vietnam,
72, Sunder Nagar,
New Delhi-3.

INDIAN

Andhra Pradesh

21. Prof. G. L. Benny,
Principal, Andhra Luthern College,
College of Education,
Guntur.

22. Prof. Done Samuel,
Lecturer, A.L. College of Education,
Guntur.

23. Dr. M. L. Tickoo,
Head of the Dept. of Materials Production,
Central Institute of English,
Hyderabad.

Assam

24. Prof. B. C. Kar,
Head of the Dept. of Education,
Gauhati University,
Gauhati.

Delhi

25. Dr. V. V. Hanumanalu,
Director,
Centre for Population & Family Planning Studies,
16/13, WEA, Karol Bagh,
New Delhi-5.

26. Sri S. N. Katiyar,
Lecturer,
Central Institute of Education
33-Chhatra Marg, Delhi-7

27. Dr. J. N. Kaul,
Development Officer,
University Grants Commission,
Bahadur Shah Zafar Marg,
New Delhi-1.

28. Dr. R. N. Mehrotra,
Central Institute of Education
33-Chhatra Marg,
Delhi-7

29. Mrs. Leela Manhas,
Lecturer
Central Institute of Education
33-Chhatra Marg,
Delhi-7

30. Dr. M. S. A. Rao.
Head of the Dept. of Sociology,
University of Delhi,
Delhi-7.

31. Dr. S. Salamutullah,
Principal,
Teachers College
Jamia Millia Islamia,
Jamia Nagar,
New Delhi-25.

32. Prof. S. Shukla,
Teachers' College,
Jamia Millia Islamia,
Jamia Nagar,
New Delhi-25.

Gujarat

33. Dr. Champa L. Bhatt
Reader,
University School of Psychology,
Education and Philosophy,
Gujarat University,
Navrang Palace,
Ahmedabad-9.

34. Dr. K. G. Desai,
Professor of Education,
University School of Psychology,
Education and Philosophy,
Gujarat University,
Navrang Palace,
Ahmedabad-9.

35. Sri D. V. Desai,
Principal,
Sarvajanik College of Education,
Athava Lines,
Surat.

36. Dr. D. B. Desai,
Reader in Education,
M. B. Patel College of Education,
Sardar Patel University,
Vallabh Vidyanagar,
Gujarat.

37. Sri P. U. Joshi,
Principal,
Primary Training College,
Ahmedabad.

38. Sri P. A. Patel,
Principal,
Shikshan Mahavidyalaya,
Gujarat Vidyapeeth,
Ahmedabad-14.

39. Dr. K. K. Shukla,
Professor of Education,
A. G. Teachers' College,
Ahmedabad-9.

Haryana

40. Prof. Uday Shankar,
Head of the Department
& Dean Faculty of Education,
Kurukshetra University,
Kurukshetra.

41. Sri Hukum Singh,
Vice-Principal,
C. R. College of Education,
Rohtak (Haryana)

Jammu & Kashmir

42. Sri Laxmi Kant Rambal,
Principal,
Teachers' College
Srinagar.

43. Sri H. C. Rattanpal,
Principal,
Govt. T. T. College,
Jammu.

Kerala

44. Dr. K. Shivadasan Pillai,
Lecturer,
Department of Education,
University of Kerala,
Trivandrum-14.

45. Dr. (Mrs) Molly Thomas,
Principal,
Govt. Training College,
Trivandrum-14.

Madhya Pradesh

46. Mr. M. R. Abyankar,
College of Education,
Dewas (MP).

47. Dr. A. N. K. Adalti,
Government College of Education,
Shiksha Nagar,
Gwalior-4.

48. Dr. G. Chaurasia,
Jt. Director of Public Instruction,
Bhopal-1.

49. Dr. Nardev Sharma Kapruan,
Associate Professor Technical
Teachers' Training Institute,
Bhopal.

50. Mr. Madan Mohan Mishra,
Principal,
College of Education,
Indore.

51. Mr. Hemachandra Pahare,
Govt. College of Education,
Dewas (MP).

52. Mr. L. N. Raghuvanshi,
Govt. College of Education,
Dewas (MP)

53. Mr. R. P. Rajguru,
Govt. College of Education,
Dewas (MP).

54. Mr. Arun Rege,
Govt. College of Education,
Dewas (MP).

55. Mr. S. Tamkinuddin,
Lecturer,
Govt. College of Education
Dewas (MP).

56. Mr. B. G. Thatte,
Govt. College of Education,
Dewas (MP).

57. Mr. V. D. Vakil,
Govt. College of Education,
Dewas (MP).

Maharashtra

58. Dr. A. S. Deshpande
Dean,
Faculty of Education,
Marthwada University,
Govt. College of Education,
Aurangabad.

Mysore

59. Mr. K. V. Ananthakrishna,
Lecturer,
State Institute of Education
Bangalore.

60. Mr. K. S. Sri Krishna Bhagavan,
Principal,
T. C. H. College,
Bangalore-3.

61. Mr. J. A. Barnett,
Regional Institute of English
Bangalore.

62. Prof. C. S. Bennur,
Principal,
College of Education
Karnatak University,
Dharwar.

63. Mr. N. A. Careri,
St. Teresa's Woman's Training College,
Bangalore.

64. Mr. V. B. Chavannanavar,
Professor of Education,
Govt. College of Education,
Jamakhandi.

65. Prof. K. O. Chikkaramaiah,
Govt. College of Education,
Chitradurga

66. Prof. A. C. Devegowda,
Special Officer
for School Organization,
Government of Mysore,
Bangalore.

67. Dr. P. C. Eapan,
Reader in Education,
Regional College of Education,
Mysore.

68. Sister M. Gabrielle, A. C.
Principal,
Sacred Hearts Training College,
Bangalore.

69. Mr. Gangappa,
Principal,
Kottur Swamy College of Education
Bellary.

70. Mr. R. Gopalakrishna Iyengar,
Pre-Primary Training College,
Bangalore-3.

71. Mr. C. L. Gopinatha Rao,
Principal, M. E. S. Training College,
Bangalore-3.

2. Mr. K. R. Hande,
Principal,
Manipal College of Education,
Udipi,

73. Sister Hedwige,
St. Annes Training College,
Mangalore.

74. Mr. N. R. Hiremath,
Lecturer,
Post-Graduate Dept. of Education,
Bangalore University,
Bangalore-9.

75. Mr. D. Horsburg,
Regjonal Institute of English
Bangalore.

76. Smt. C. G. Jaya,
Asstt. Headmistress,
Sheshadripuram,
Bangalore.

77. Mr. Sebastian Joseph,
Headmaster, Gulabi Girls High School
Jaymahal Extension,
Bangalore.

78. Smt. T. K. Jayalakshmi,
R. V. T. C.
Bangalore-11.

79. Mr. H. G. Joshi,
Summer-cum-Correspondence Course in Education,
Bangalore University,
Bangalore-9.

80. Mr. B. D. Karjagi,
Principal,
Govt. College of Education,
Gulbarga.

81. Mr. G. M. Khan Gori,
Lecturer,
Govt. College of Education,
Mysore.

82. Mr. H. M. Kotturappa,
Asst. Superintendent of Physical Education,
Office of the Joint Director of Public Instruction,
Bangalore.

83. Miss Kala K. Kripalani,
Lecturer,
Vijaya Teachers' College
Bangalore.

84. Mr. S. S. Krishna Rao,
Principal,
Govt. College of Education,
Chitradurga.

85. Mr. B. Krishnaswamy,
S. S. V. M.,
Vidyamandira,
Bangalore.

86. Mr. C. Krishnaswamy Rao,
Retd. Educationist,
Govindpuram,
Bangalore.

87. Mr. S. N. Kulkarni,
Lecturer,
M. E. S. Teachers College,
Bangalore.

88. Sri Ram Kulkarni,
Principal,
Govt. College of Education,
Mangalore.

89. Mr. T. L. Krishna,
Lecturer,
Vijaya Teachers College,
Bangalore.

90. Mr. H. S. Lakshminarayan,
Lecturer, S. L. N., T. T. I.
Bangalore.

91. Mrs. Lalitha Thirtha,
Lecturer,
Dept. of Post-Graduate Studies in Education,
Bangalore University,
Bangalore.

92. Mr. M. H. Lakshminarasamma,
Bangalore.

93. Miss Lingarajammani,
Lecturer,
Dept. of Education University of Mysore.

94. Mr. C. Madhukar,
Reader,
R. V. Teachers College,
Bangalore-11.

95. Rev. Fr. L. C. Mascrenhas,
St. Joseph's College of Commerce,
Bangalore-27.

96. Mr. A. Manjappa,
Principal,
National College of Education
Shimoga.

97. Mahmooda Lathee,
Director,
State Evaluation Unit,
Bangalore.

98. Dr. D. R. Murugendrappa,
Principal,
R. V. Teachers' College,
Bangalore-11.

99. N. K. Malathi,
Udaya Teachers Training College,
Bangalore.

100. M. S. Nadkarni,
Reader,
S I. E., Bangalore.

101. K. R. Nagaraja,
Statistical Officer,
S. I. E., Bangalore.

102. S. N. Nagaratna,
Lecturer,
S. I. E. Bgngalore.

103. B. H. Narasimhappa,
Lecturer,
S. L. N. T. T. I.
Bangalore.

104. K. Narayan,
Teachnical Assistent
N. P. E. D., D. P. I.'s Office,
Bangalore.

105. Nalini Rao,
Jr. Research Fellow,
P. G. E., Banagalore University,
Bangalore-9

106. Saraswathi Natrajan,
Thakar Bapa,
B. T. I.,
Bangalore-23.

107. Sr. Mary Odile,
Principal,
St. Theresa's Women's Training College,
Bangalore-18.

108. P. L. Padmavathi,
Lecturer,
Vijaya Teachers College,
Bangalore-19.

109. N. C. Parappa,
College of Physical Education,
Bangalore.

110. V. V. Patil
Headmaster,
Govt. Multipurpose High School,
Gulbarga

111. M. D. Pavte,
Principal,
S. I. J. College of Education,
Devanagore.

112. C. Prakash,
Jr. Research Fellow,
P. G. E., Bangalore University,
Bangalore-9.

113. Dr. Pramila Bai,
Asstt. Evaluation Officer,
State Evaluation Unit,
Bangalore.

114. Dr. M. C. Premalatha,
Lecturer,
State Institute of Education,
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115. G. Raghava,
Lecturer,
Vijaya Teachers College,
Bangalore.

116. G. R. Raghavachar,
Vijaya Teachers College,
Bangalore.

117. Dr. S. Raghavendra Rao,
Head of Department of Science,
Regional College of Education,
Mysore.

118. M. K. Rajagopal,
Lecturer in Education,
MES Teachers College
Bangalore-3.

119. M. Rajeera,
Lecturer, MES Teachers College
Bangalore-3

120. K. Ramachandra,
Director,
S. I. E. Wadia Road,
Basavanagudi,
Bangalore-4

121. Ramachandra Jois,
Shardavilas Training College,
Mysore.

122. J. N. Ramachandran,
Principal,
B. Ed. College,
Institute of Education,
Mysore-10.

123. B. V. Ramana,
Principal,
Sarvodaya Teachers College,
Chikpet, Virajpet
Coorg Dist.

124. G. N. Narayana Rao,
State Evaluation Unit,
Madhavanagar,
Bangalore-1

125. N. N. Renuka Murthy,
Lecturer,
S. L. N. T. T. I.
Bangalore-2

126. M. V. Ranganna,
Lecturer.
S. I. E. Wadia Road, Basavanagudi,
Bangalore-4.

127. S. Rangashamaiah,
Lecturer,
S. L. N., TTI
Bangalore-2.

128. G. Revanasiddappa,
Lecturer,
Vijaya Teachers College,
Bangalore-19,

129. S. R. Rohidekar
Reader in Education,
PGE, Bangalore University,
Bangalore.

130. Sr. M. Rose, AC,
Principal,
Sacred Heart Training School,
Bangalore-23.

131. M. P. Sarojamma,
Reader,
S. I. E.,
Bangalore.

132. Dr. M. S. Satyamurathy
Asstt. Director,
State Educational Research Bureau,
Bangalore-20.

133. M. Savitri,
Bangalore

134. Y. S. Shashikala,
St. Teresa's T. T. I.
Bangalore-18.

135. R. R. Shankar,
Lecturer,
PGE, Bangalore Universiry,
Bangalore-9.

136. B, S. Satyanarayana,
Lecturer,
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